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| National Curriculum-Progression in History School Vision | | | | | | |
|  | KS1 | | KS2 | | | |
| National Curriculum Programme of Study | Pupils should be taught about:  **Knowledge / understanding of British history**  ∙ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  **Knowledge understanding of wider world history**  ∙ events beyond living memory that are significant nationally or globally  ∙ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  **Local history:**   * significant historical events, people and places in their own locality | | Pupils should be taught about:  **Knowledge / understanding of British history**  ∙ changes in Britain from the Stone Age to the Iron Age  ∙ the Roman Empire and its impact on Britain   * Britain’s settlement by Anglo-Saxons and Scots * the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066   **Knowledge understanding of wider world history**  ∙ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  ∙ Ancient Greece – a study of Greek life and achievements and their influence on the western world  ∙ a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300  **A local history study** | | | |
| Topic | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | Who am I? | What do I need to be me? | **History/ Geography**  Who were the Mayans?  Mayan Civilisation | **History** - Romans – What Did The Romans Do For Us? | **Science** - Life cycles – Plants & animals/humans | **Science** - The Circulatory system& respiratory system |
| Autumn 2 | Let’s Celebrate | History - Flying High | **Science** - Brilliant bodies - Nutrition & food - What’s inside us? | **Science** -Digestion and Teeth - Where Does My Food Go? | **History** - Celts – What impact did the Celts have in Cornwall? | **History** - Medieval History – Knights/King Arthur |
| Spring 1 | Animal Allsorts | Wild Cornwall | **Geography** - Climate zones – Who was Earnest Shackleton? | **History** - Local history – How has Cornwall Changed? MINING | **Science** - Forces & properties of materials – May The Force Be With You | **Science** - Evolution/inheritance – classification |
| Spring 2 | The Potting Shed | Sowing and Growing | **Science** – Plants - How Does Your Garden Grow? | **Geography**- the coast & erosion  **Science** - States of matter- the water cycle | **Geography** - Natural Disasters – Properties and Changing of Materials Why is our Planet So Volatile? |
| Summer 1 | (Where shall we go?)  Posting and places | Super heroes | **History** – The Stone Age | **Science** - Electricity & sound | **Science** - Earth & space – light & shadow Why leave Earth? | **Science** - Electricity & light |
| Summer 2 | Pirates (seaside) /To the rescue | India! | **Science-** - Rocks, and Soil, Forces and Magnets, Light and dangers on the sun | **Geography** - Non-European countries – South America- Could the Rainforest be Your Eden? | **History** - Greeks – What did the Greeks Do For Us? | **History** -1066+ history, Compare wider world – Refugees |

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| Skills | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological Knowledge/  Understanding | sequence events or objects in chronological order | order  sequence artefacts closer together in time - Flying High - Autumn 2  sequence events - Flying High - Autumn 2  sequence photos etc from different periods of their life  describe memories of key events in lives | place the time studied on a time line  sequence events or artefacts  use dates related to the passing of time | Place events from the period studied on a timeline  Use terms related to the period begin to date events  Understand more complex terms eg: BCE/AD | Place current study on time line in relation to other studies  Know and sequence key events of time studied  Use relevant terms and period labels  Relate current studies to previous studies  Make comparisons between different times in history | Place current study on time line in relation to other studies  Use relevant dates and terms  Sequence up to ten events on a time line |
| Range and depth Historical Knowledge | Begin to describe similarities and differences in artefacts  Drama – why people did things in the past  Use a range of sources to find out characteristic features of the past | Find out about people and events in other times - Flying High - Autumn 2  Collections of artefacts – confidently describe similarities and differences  Drama – develop empathy and understanding (hot seating sp. And listening) | Find out about everyday lives of people in time studied  Compare our life today  Identify reasons for and results of people’s actions  Understand why people may have had to do something  Study change through the lives of significant individuals (eg: Queen Elizabeth I and Queen Elizabeth II | Use evidence to reconstruct life in time studied  Identify key features and events  Look for links and effects in time studied  Offer a reasonable explanation for some events  Develop a broad understanding of ancient civilisations | study different aspects of life of different people – differences between men and women  examine causes and results of great events and the impact on people  compare life in early and late times studied  compare an aspect of life with the same aspect in another period  Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt) | find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  compare beliefs and behaviour with another period studied  write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations |
| Interpretations of History | begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website), films, songs, museum displays | compare pictures or photographs of people or events in the past able to identify different ways to represent the past - Flying High Autumn 2 | identify and give reasons for different ways in which the past is represented  distinguish between different sources and evaluate their usefulness  look at representations of the period – museum, cartoons | look at the evidence available  begin to evaluate the usefulness of different sources  use of text books and historical knowledge | compare accounts of events from different sources Fact or fiction  offer some reasons for different versions of events | link sources and work out how conclusions were arrived at  consider ways of checking the accuracy of interpretations – fact or fiction and opinion  be aware that different evidence will lead to different conclusions  confident use of the library etc. for research |
| Historical Enquiry | sort artefacts “then” and “now”  use as wide a range of sources as possible speaking and listening (links to literacy)  to ask and answer questions related to different sources and objects | use a source – why, what, who, how, where to ask questions and find answers - Flying High Autumn 2  sequence a collection of artefacts  Use of time lines discuss the effectiveness of sources | use a range of sources to find out about a period  observe small details – artefacts, pictures  select and record information relevant to the study  begin to use the library, e-learning for research  ask and answer questions | use evidence to build up a picture of a past event  choose relevant material to present a picture of one aspect of life in time past  ask a variety of questions  use the library, e-learning for research | begin to identify primary and secondary sources  use evidence to build up a picture of life in time studied  select relevant sections of information  confident use of library, e-learning, research | recognise primary and secondary sources  use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out  bring knowledge gathering from several sources together in a fluent account |
| Organisation and Communication | Time lines (3D with objects/ sequential pictures)  Drawings  Drama/role play  Writing (reports, labelling, simple recount)  ICT/ Computing | Class displays/ museums  Annotated photographs  ICT | Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode | Select data and organise it into a data file to answer historical questions  Know the period in which the study is set  Display findings in a variety of ways  Work independently and in groups | Fit events into a display sorted by theme time  Use appropriate terms, matching dates to people and events  Record and communicate knowledge in different forms  Work independently and in groups showing initiative | Select aspect of study to make a display  Use a variety of ways to communicate knowledge and understanding including extended writing  Plan and carry out individual investigations |

Target tracker Links: used for summative assessment termly:

Target tracker highlighted in bold on the progression of skills