

History progression and coverage of knowledge and skills 2020-2021



	Autumn 2 Strand: Chronological British History	Spring 1 Strand: Changes Within Living Memory/Lives of Significant People (KS1) Ancient Civilisations (KS2)	Summer 1 Strand: Events Beyond Living Memory/Local History
1	<p style="text-align: center;">Footprints from the Past - Prehistory</p> <p>History – Prehistory</p> <ul style="list-style-type: none"> ○ Sequence a few events or related objects ○ Pick out information about the past from sources like pictures, objects and stories ○ Talk, draw and write to show ideas about the history I am studying 	<p style="text-align: center;">Natural History - David Attenborough and Mary Anning (Building on Aut 1)</p> <ul style="list-style-type: none"> ○ Make comments about things (features, events, people and themes) from the past ○ Use a number of time terms, such as 'now', 'then', 'yesterday', "days", 'week', 'month', 'year', 'nowadays', "past", 'old' and 'new'. 	<p style="text-align: center;">Let's Celebrate – Events commemorated through festivals and anniversaries</p> <ul style="list-style-type: none"> ○ Pick out information about the past from sources like pictures, objects and stories ○ Sequence a few events or related objects
2	<p style="text-align: center;">Scavengers and Settlers – Stone, Bronze and Iron Age</p> <ul style="list-style-type: none"> ○ Describe some features, events, people and themes from the past ○ Sequence a few events, objects or pieces of information on a timeline ○ Use past and present when describing events ○ Point out some similarities and differences between aspects of own life and the life of people in the period learning about ○ name some types of things which tell us about the past ○ Make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to show ideas 	<p style="text-align: center;">New Frontiers – Neil Armstrong and Christopher Columbus</p> <ul style="list-style-type: none"> ○ Sequence a few events, objects or pieces of information on a timeline ○ Use a wider range of "time" terms including: recently, before, after, now, later ○ Use information from more than one source in answers ○ name some types of things which tell us about the past ○ Make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to show ideas 	<p style="text-align: center;">Fire! Fire! – The Great Fire of London</p> <ul style="list-style-type: none"> ○ Sequence a few events on a timeline ○ Point out some similarities and differences between aspects of own life and the life of people in the period learning about ○ Point out some similarities and some differences between the ways of life different people living at the time learning about ○ Make some comments about why people did things, why events happened and what happened as a result ○ Use information from more than one source in answers ○ Name some types of things which tell us about the past ○ Make labelled drawings, tables and write, speak (including in drama) and use ICT to show ideas
3	<p style="text-align: center;">Roman Britain</p> <ul style="list-style-type: none"> ○ Talk or write about features, events, people and themes from the past, including some details ○ Place events, objects, themes and people from my history topic on a timeline ○ Use some "historical period" terms including: "century", "decade", "BC"/"BCE", "AD"/"CE" ○ Point out some similarities and differences between aspects of life at different times in the past ○ Describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history studying ○ Pick out some reasons for and results of people's actions and events ○ Point out which people were historically important ○ Compare different sources of point out some similarities and differences 	<p style="text-align: center;">Ancient Sumer</p> <ul style="list-style-type: none"> ○ Talk or write about features, events, people and themes from the past, including some details ○ Place events, objects, themes and people from my history topic on a timeline ○ Use some "historical period" terms including: "century", "decade", "BC"/"BCE", "AD"/"CE" ○ Point out some similarities and differences between aspects of life at different times in the past ○ Point out which people were historically important ○ Compare different sources of point out some similarities and differences ○ Say which sources are most useful ○ Present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills 	<p style="text-align: center;">On Our Doorstep - Forty Hall</p> <ul style="list-style-type: none"> ○ Talk or write about features, events, people and themes from the past, including some details ○ Place events, objects, themes and people from my history topic on a timeline ○ Point out some similarities and differences between aspects of life at different times in the past ○ Compare different sources of point out some similarities and differences ○ Say which sources are most useful ○ Present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills

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	<ul style="list-style-type: none"> ○ Present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills 		
4	<p style="text-align: center;">The Anglo-Saxons</p> <ul style="list-style-type: none"> ○ Talk or write about the past, include detail; make some connections with features of other periods studied ○ Place a number of events, objects, themes and people from topics studied on a timeline ○ Use some dates and historical period terms. ○ Describe some changes in the historical period studying ○ Describe similarities and differences between some people, events and beliefs in the period of history studying ○ Suggest reasons for and results of people's actions and events ○ In written work, try to: <ul style="list-style-type: none"> - organise answers well - state conclusions - give reasons for ideas - use some dates and historical terms 	<p style="text-align: center;">Temples, Tombs and Treasures – Ancient Egypt</p> <ul style="list-style-type: none"> ○ Talk or write about the past, include detail; make some connections with features of other periods studied ○ Place a number of events, objects, themes and people from topics studied on a timeline ○ Use some dates and historical period terms. ○ Suggest which people were historically important ○ Comment on the usefulness and accuracy of different sources of evidence ○ Identify primary and secondary sources of evidence ○ In written work, try to: <ul style="list-style-type: none"> - organise answers well - state conclusions - give reasons for ideas - use some dates and historical terms 	<p style="text-align: center;">Explorers and Adventurers - Shackleton</p> <ul style="list-style-type: none"> ○ Talk or write about the past, include detail; make some connections with features of other periods studied ○ Place a number of events, objects, themes and people from topics studied on a timeline ○ Suggest which people were historically important ○ Comment on the usefulness and accuracy of different sources of evidence ○ Identify primary and secondary sources of evidence ○ In written work, try to: <ul style="list-style-type: none"> - organise answers well - state conclusions - give reasons for ideas - use some dates and historical terms
5	<p style="text-align: center;">The Vikings</p> <ul style="list-style-type: none"> ○ Talk or write about the past, include detail; include ideas which show some understanding of what things were like before and after this at local, national and world levels ○ Place historical periods studied as well as information about my topic on a timeline ○ Written answers are well rounded with: <ul style="list-style-type: none"> ○ well organised with clear conclusions ○ supported by evidence (from sources) and reasons ○ make good use of dates and historical terms ○ Use dates and historical period terms accurately 	<p style="text-align: center;">Ancient Greece</p> <ul style="list-style-type: none"> ○ Talk or write about the past, include detail; include ideas which show some understanding of what things were like before and after this at local, national and world levels ○ Place historical periods studied as well as information about my topic on a timeline ○ Use dates and historical period terms accurately ○ Describe changes within and between periods and societies learned about ○ Written answers are well rounded with: <ul style="list-style-type: none"> ○ well organised with clear conclusions ○ supported by evidence (from sources) and reasons ○ make good use of dates and historical terms 	<p style="text-align: center;">Windrush Generation</p> <ul style="list-style-type: none"> ○ Describe similarities and differences in society, culture and religion in Britain ○ Give some reasons for and results of historical events, situations and changes ○ Suggest which people and causes and consequences of change are more important ○ Suggest some reasons why there are different accounts and interpretations of the past ○ Compare sources of evidence to help me identify reliable information ○ Written answers are well rounded with: <ul style="list-style-type: none"> ○ well organised with clear conclusions ○ supported by evidence (from sources) and reasons ○ make good use of dates and historical terms
6	<p style="text-align: center;">World War II</p> <ul style="list-style-type: none"> ○ Talk and write about the past, include good detail; put ideas in context (chronological and scale) ○ Use a timeline to sequence local, national and international events as well as historical periods ○ Describe and make some links between events, situations and changes within and between different periods and 	<p style="text-align: center;">The Mayans</p> <ul style="list-style-type: none"> ○ Talk and write about the past, include good detail; put ideas in context (chronological and scale) ○ Use a timeline to sequence local, national and international events as well as historical periods ○ Describe and make some links between events, situations and changes within and between different periods and 	<p style="text-align: center;">Pre-Colonial Britain</p> <ul style="list-style-type: none"> ○ Talk and write about the past, include good detail; put ideas in context (chronological and scale) ○ Use a timeline to sequence local, national and international events as well as historical periods ○ Compare sources of evidence to help me identify reliable information

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<p>societies</p> <ul style="list-style-type: none"> ○ Describe similarities and differences in society, culture and religion in Britain ○ Give some reasons for and results of historical events, situations and changes ○ Suggest which people and causes and consequences of change are more important ○ Suggest some reasons why there are different accounts and interpretations of the past ○ Compare sources of evidence to help me identify reliable information ○ Written answers are well rounded with well organised with clear conclusions supported by evidence (from sources) and reasons, making good use of dates 	<p>societies</p> <ul style="list-style-type: none"> ○ Suggest some reasons why there are different accounts and interpretations of the past ○ Compare sources of evidence to help me identify reliable information ○ Written answers are well rounded with well organised with clear conclusions supported by evidence (from sources) and reasons, making good use of dates and historical terms 	<ul style="list-style-type: none"> ○ Written answers are well rounded with well organised with clear conclusions supported by evidence (from sources) and reasons, making good use of dates and historical terms
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