



AQUEDUCT PRIMARY SCHOOL HISTORY PROGRESSION GRID

SCHEMATA OF LEARNING		PROGRESS	MONACHY	CONFLICT	SETTLEMENTS	INVASION	
		<p><u>Substantive and disciplinary knowledge</u> Substantive Knowledge- Is knowledge and 'substance' of our curriculum e.g. people, dates, features of something Disciplinary Knowledge- Is skills our children develop how interpret the past - how do we know what we know? E.g. changes, continuation, causes, sources.</p>					
<p>End points for the end of Reception and KSI</p>		<p>By the end of reception: Understanding the World Past and Present: - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>by the end of KSI: Knowledge Children to learn about how life was different living in castles during medieval time Children to learn about the Great fire of London and why it was significant Children to learn about some of their local area history Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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.</p> <p>Skills Use common words and phrases relating to the passage of time Know where people and events they study fit within a chronological framework Identify similarities and differences between ways of life in different periods Choosing and using parts of stories and other sources to show they know and understand key features of events to understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>					
Year Group	Areas of learning	Chronological Understanding (Historical Knowledge) Sequencing the past	Knowledge	Historical Interpretation	Historical Enquiry Planning and carrying out historical enquiries.	Vocab THREAD OF VOCABULARY ESSENTIAL	Cross-Curricular Opportunities
RECEPTION	Weaved throughout the year either with a focus on past events relevant to themselves and others or through stories and celebrations.	<p>Chronological order of their life events/milestones from birth to present</p> <p>Recognising some events happen before they were born.</p> <p>Can talk about past and upcoming events with their immediate family.</p> <p>Can talk about members of immediate family in more detail.</p>	<p>Rosa Parkes Neil Armstrong Henri Matisse Vincent Van Gogh Rama and Sita (Diwali) Chinese New Year (Story)</p> <p>Know difference between the past and now.</p> <p>Hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.</p>	<p>Talking about people's lives and their experiences and roles in society.</p> <p>Present with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Share their memories of significant events in their own lives.</p>	<p>Find out about characters and events in stories.</p> <p>Recognise language in stories that shows the story happened in the past.</p> <p>Ask questions about a stimulus e.g. a story, picture or artefact.</p>	<p>Past present Now, then, way back then Yesterday, last week, last year. Before, longer</p>	<p>This is done with links to the main topic. See Topic web of ideas and links to learning.</p>



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		<p>Begin to put events in order</p> <p>Talk about the order of events in a range of familiar stories.</p>	<p>Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Talk about things that have changed.</p>	<p>Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</p>			
Year 1	<p>CYCLE ONE</p> <p>History of self</p> <p>Castles and invaders</p> <p>Astronauts</p> <p>CYCLE TWO</p> <p>History of flight</p> <p>Great fire of London</p>	<p>SKILLS: Chronology - sequence three or more events or related objects in order. Order types of flight e.g. hot air balloon, bi plane, plane</p>	<p>Events beyond living memory. Significant historical events, people and places in their own locality. Great Fire of London, Fire in Newport 1665, where this fits within British History (Stuart Period), after Guy Fawkes</p> <p>Changes within living memory. Events beyond living memory that are significant nationally or globally</p> <p>Key Question - How did the Great Fire of London start and why did it spread so quickly?</p>	<p>SKILLS: Historical Interpretation - begins to identify and recount some details from the past from sources eg. pictures, stories</p> <p>Cosford, Wright brothers, Amelia Earhart</p>	<p>SKILLS: Historical Enquiry - find answers to simple questions about the past from sources of information. Look carefully at pictures and objects to find information about the past. Pilot interview/ Cosford / Wright Brothers</p>	<p>Chronology, historical enquiry, historical interpretation old, young, new, days, months, past</p> <p>See long term plan for subject specific knowledge.</p>	<p>CYCLE ONE</p> <p>Art- Creating family portraits</p> <p>P.E. Playing children games from the past</p> <p>Music: Medieval music</p> <p>DT: Create a model of a historic design.</p> <p>Computing- Using websites to view a range of space images</p> <p>CYCLE TWO:</p>
Year 2	<p>CYCLE ONE</p> <p>History of self</p> <p>Castles and invaders</p> <p>Astronauts</p> <p>CYCLE TWO</p> <p>History of flight</p> <p>Great fire of London</p>	<p>Chronology - put four or more people / events in order using a given scale e.g. Time line flight -hot air balloon, bi plane, aeroplane, rocket, helicopter</p>	<p>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 Significant historical events, people and places in their own locality. Events beyond living memory that are significant nationally or globally. Changes within living memory. Visit to Cosford, Wright brothers, Amelia Earhart, first flight, landing on the moon, Changes in aeroplanes, Pilot interview (parent / grandparent), Air ambulance</p> <p>Key Question - How did the Great Fire of London start and why did it spread so quickly? What did we learn from it?</p>	<p>Historical Interpretation - View the past through books, pictures, stories photos, artefact, buildings, visits, internet and eye witness accounts</p>	<p>SKILL look carefully at pictures and objects to find information about the past. Asks and answers questions such as What was it like for a...? What happened in the past? How long ago did... happen? Pilot interview/ Cosford / Wright Brothers</p>	<p>Chronology, historical enquiry, historical interpretation old, young, new, days, months, past recently, before, after now, later, present, years ago, timeline</p> <p>See long term plan for subject specific knowledge.</p>	<p>DT: Create a planes</p> <p>PSHE: Fire safety</p> <p>Public services in the community</p>



AQUEDUCT PRIMARY SCHOOL HISTORY PROGRESSION GRID KEY STAGE 2

SCHEMAS OF LEARNING	PROGRESS	MONACHY	CONFLICT	SETTLEMENTS	INVASION	
	<p>Substantive and disciplinary knowledge Substantive Knowledge- Is knowledge and 'substance' of our curriculum e.g. people, dates, features of something Disciplinary Knowledge- Is skills our children develop how interpret the past - how do we know what we know? E.g. changes, continuation, causation, sources.</p>					
<p>End points for the end of KS2</p>	<p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Knowledge -children should know about the following by the end of KS2:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on British Isles • Britain's settlement by Anglo-Saxons and Scots and the changes to life • The Viking and Anglo-Saxon invasions and methods • Local history studies • A study of WW2 life at home and how it changed Britain • Why the Egyptians are an important Ancient Civilizations and important parts of their cultures • Key events from ancient Greece and key parts of their culture • The Mayan civilization and how it compares to our own lives 					
Year Group	Areas of learning	Chronological Understanding (Historical Knowledge) Sequencing the past	Historical Interpretation	Historical Enquiry Planning and carrying out historical enquiries.	Vocab THREAD OF VOCABULARY ESSENTIAL	Cross-Curricular Opportunities
Year 3	CYCLE ONE Iron age to stone age Greeks Native American life CYCLE TWO Medical advances Roman Era Explores of the world	Place the period of study on a timeline within other key historical times (Victorians, Romans, Tudors, Coronation of Elizabeth II, Millennium, present day)	Artefacts/visits that enable children to investigate life in the past: Children to view an event then recount it and share their outcome & how these differ. How viewpoints affect interpretation of events.	Can children make comparisons between historical periods between things that have changed and things that have stayed the same? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children use various sources of information to ask and answer questions? Can children use sources of information to help me to learn about the past?	Historical interpretation; historical enquiry; old; young; new; days; months; past; recently; before; after; now; later; present; years ago; timeline; similarity; difference. Century AD/BC/BCE/CE Archaeology Archaeologist Chronological Change Source Period of time Empire	CYCLE ONE : RE: Roman worship - Gods, Temples and Rituals. Geography: settlements DT: Food Art and Design: Andy Warhol CYCLE TWO ICT: Creating a presentation



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	Anglo Saxons and Vikings				See long term plan for subject specific knowledge.	Geography: Mapping the routes of explorers DT: Create a volcano
Year 4	<p>CYCLE ONE</p> <p>Iron age to stone age Greeks Native American life</p> <p>CYCLE TWO</p> <p>Medical advances Roman Era Explores of the world</p>	<p>Repetition of Year 3 plus: Timeline to show period of timescale BC/AD/BCE/CE</p>	<p>Artefacts/visits that enable children to investigate life in the past. Look at primary & secondary sources: photographs/illustration why they aren't always reliable.</p>	<p>Can children explain how events from the past have helped shape our lives today? Can children suggest why certain events happened as they did in history? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children use various sources to piece together information about a period in history? Can children recognise the part that archaeologists have had in helping us to understand more about what happened in the past?</p>		
Year 5	<p>CYCLE ONE</p> <p>Space travel Titanic Victorian era Mayan civilization</p> <p>CYCLE TWO</p> <p>WW2 Egyptians</p>	<p>Repetition of Year 3 & 4 plus: Create a timeline, within a specific time in history to set out the order things may have happened.</p>	<p>Artefacts/visits: - Space museum - Blist Hill -Western Hill</p> <p>that enable children to investigate life in the past. Reliability of sources over time: why are they less/more reliable now?</p>	<p>Can children describe historical events from the different periods that they are studying/have studied? Can children suggest why certain events/people happened/acted as they did in history? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children independently select the most appropriate sources of information to find out about the period being studied? Can children appreciate how items found belonging to the past help to build an accurate picture of how people lived?</p>	<p>Historical interpretation; historical enquiry; old; young; new; days; months; past; recently; before; after; now; later; present; years ago; timeline; similarity; difference; century; BC/AD; archaeology; archaeologist; chronological; change; BCE/CE; cause; source; period of time; empire</p> <p>Significance Valid Reliable Civilisation, historically valid</p> <p>See long term plan for subject specific knowledge.</p>	<p>CYCLE ONE</p> <p>RE: Roman worship - Gods, Temples and Rituals. Geography: settlements DT: Food Art and Design: Andy Warhol</p> <p>CYCLE TWO:</p> <p>DT: Egyptian sewing patterns</p> <p>ICT: Use computer to make a timeline</p> <p>Art: Egyptian patterns and hieroglyphics</p> <p>Music: War songs</p>
Year 6	<p>CYCLE ONE</p> <p>Space travel Titanic Victorian era Mayan civilization</p> <p>CYCLE TWO</p> <p>WW2 Egyptians+</p>	<p>Repetition of Year 3/4/5 plus: Children to use their knowledge of key dates and events, to reason about where these would appear on a timeline.</p>	<p>Artefacts/visits that enable children to investigate life in the past. What primary or secondary sources would you put in that reliably reflect the period in time?</p>	<p>Can children explain which aspect of the period studied was most important, giving reasons for their choice? Can children summarise how different periods of history had a major influence on world history? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children appreciate how historical artefacts have helped us to understand more about lives in the present and the past? Can children look at more than one source of evidence and identify how they might be used to persuade or give a specific viewpoint?</p>		



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