

Knights Templar Community Church School and Nursery

Work at it with all your heart



History

(subject progression)

Intent, Implementation and Impact



Intent

At Knights Templar, we aim to make the learning of history fun and to develop historical skills and concepts. These are then transferable across all of the historical places that we connect with in our learning and equip our learners for future learning. Through the learning opportunities that we plan, we intend to inspire learners and practitioners to develop a love of history and to see how events and people from the past have shaped the modern world in which we live. We can learn from both the positive and negative aspects of human behaviour and to strive to lead good lives as British citizens.

Successful history teaching and learning ensures that learners talk with confidence and passion about the past, using vocabulary that demonstrates understanding and empathy. Learning from the past, we demonstrate in our school ethos how we want to set an example in all the good we do. (Our school prayer celebrates the words of John Wesley – Do all the good you can.)

Our History curriculum ensures that key historical skills and concepts are taught through our carefully planned topics. These are:

- historical interpretations*
- historical investigations*
- chronological understanding*
- knowledge and understanding of events, people and changes in the past*
- presenting, organising and communicating*

Within the Early Years Foundation Stage, opportunities are provided to expand the children's knowledge and understanding of events, people and changes in the past and develop children's investigative and interpretive skills, focusing on: questioning, observation, generating thoughts and ideas, checking and questioning findings, presenting explanations. A wide variety of activities which incorporate these skills, to stimulate and motivate the children's curiosity and understanding of the past are provided through exploring primary sources first-hand, analysing text and images and locating information from books and electronic sources.

We intend for learners at Key Stage 1 to acquire an understanding of time, events and people within the living memory of their parents and grandparents. We provide opportunities for our learners to understand the concept of the passing of time, using common words and phrases. Our topics have been selected to capture the interest of our learners and promote a love of historical learning.

The intent in lower Key Stage 2 is that learners will develop a well-rounded knowledge of the past and its events, enabling them to develop an insight into local and global change over time, starting with heritage of the town of Watchet. Through our chosen history topics and our teaching, we aim for learners to become increasingly critical and analytical thinkers, deepen their natural curiosity and ask progressively thoughtful and challenging questions about life in the past. We want them to know how to find answers to these questions and to recognise when evidence is reliable and what sources of evidence can provide the clues to make the past accessible.

Implementation

Our long-term plans, set out a progression of skills and knowledge across Early Years Foundation Stage, Key Stage 1 and 2, following the statutory requirements of the EYFS framework and the National Curriculum 2014.

In order for learners to know and remember more information, there is a structure to the lesson sequence, whereby prior learning is always revisited and consolidated. We believe that making links between concepts helps build a depth to our learners' historical understanding. Through revisiting and consolidating skills, our history plans and resources help learners build on prior knowledge alongside introducing new skills and challenge.

The revision and introduction of key historical vocabulary is built into each lesson. Teachers create historical vocabulary word banks for each of the topics that are covered. Our curriculum is progressive throughout the school, both in skill level and challenge. Coverage of our topics has been carefully designed to ensure a smooth transition into the Middle School.

History is taught on a two-year rolling programme, with six history topics being covered over that time. These plans meet the statutory requirements of the National Curriculum as well as enabling cross curricular links to create passion, enjoyment and enthusiasm in the subject for all. These connect to our local heritage and include its strong maritime presence. History is brought alive at our school through learners being able to examine artefacts, work with guest speakers, experience actors in role, links with our local museums and from day trips.

History in our school has a high profile. Our school is an amalgamation of two much older Victorian schools in the town. We retain the previous schools' bells and the door to the infant classrooms from one of them. Log books provide rich details of life back in the early schools in Watchet.

Assessment

Assessment takes many forms, which include both formative and summative assessments. Teachers use questioning to test conceptual knowledge and skills alongside knowledge retrieval activities to assess knowledge and understanding. This may take the form of end of topic quizzes and/or thought

shower at the start and end of a unit of work to demonstrate new learning. Work is recorded in individual children's books, using IT and within our curriculum portfolios.

Impact

By the end of their time at Knights Templar, our young historians will be:

- **Confident individuals** who understand how our knowledge of the past is constructed from a range of sources and who can devise historically valid questions about change, cause, similarity and difference.
- **Successful learners** who gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- **Responsible citizens** who understand the importance of historical sources as information from the past and the moral implications that arise from this. As well as, the subjective nature of many sources, where they understand fact from opinion.

Statutory Expectations:

Early Years Foundation Stage Framework:			
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comment Make comments about what they have heard and ask questions to clarify their understanding.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • 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.
National Curriculum Expectations:			
KS1	<p>Learners should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • significant historical events, people and places in their own locality 		

Learners should be taught about:

- 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 local history study;
- a study of an aspect or theme in British history that extends learners' chronological knowledge beyond 1066;
- 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 contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Knights Templar Community Church School Long Term Overview and Linear Links:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/KS1 Year A	<p><i>Changes within living memory</i></p> <p>Who was the first woman in Space? Valentina Tereshkova</p>		<p><i>Significant Individuals:</i></p> <p>Queen Victoria</p>			<p><i>Events beyond living memory</i></p> <p>Why did the Titanic sink?</p>
EYFS/KS1 Year B	<p><i>Changes within living memory</i></p> <p>Childhood through time (1950, 1980, present)</p>		<p><i>Events beyond living memory</i></p> <p>Great Fire of London</p>			<p><i>Significant historical events, people, places in own locality</i></p> <p>Yankee Jack and Samuel Coleridge</p>
KS2 Year A	<p><i>Ancient Egyptians</i></p> <p>Why are the Egyptians famous for their wrappings?</p>		<p><i>Stone Age and Stonehenge</i></p> <p>What was life like in the Stone Age?</p>		<p><i>Anglo Saxons</i></p> <p>What impact did invaders have on the Anglo-Saxons?</p>	
KS2 Year B	<p><i>Vikings</i></p>		<p><i>A Local Study of the wonderful place in which we live</i></p>			<p><i>The Tudors Exploration Focus</i></p>

EYFS/KS1 Linear Links:

	Significant People	Transport	Homes
Year A	<p>Valentina Tereshkova- what did she do?</p> <p>Queen Victoria- who was Queen Victoria?</p>	<p>Valentina Tereshkova – how did people travel into space?</p> <p>Titanic- how has water travel changed over time?</p>	<p>Queen Victoria- where did Queen Victoria live? Comparison between rich and poor Victorians.</p>
Year B	<p>Yankee Jack and Samuel Coleridge- what did they do? How does the local area teach us about them?</p> <p>Great Fire of London- why was Samuel Pepys important in the story of Great Fire of London?</p>	<p>Childhood through time- vehicles past and present.</p> <p>Great Fire of London- How is transport different now to in the past? Fire fighters/engines</p> <p>Yankee Jack and Samuel Coleridge- how did they travel?</p>	<p>Childhood through time- how have homes changed over time?</p> <p>Great Fire of London- How has London changed since 1666?</p>

KS2 Linear Links:

	Significant Structures	Transport	Homes	Religion/Beliefs
Year A	<p>Ancient Egyptians- Pyramids</p> <p>Stone Age – Stonehenge, Skara Brae</p> <p>Anglo Saxons- churches, Maiden Castle</p>	<p>Ancient Egyptians- how did the Egyptians travel on the Nile?</p> <p>Anglo Saxons- how did they invade England?</p>	<p>Ancient Egyptians- compare homes of rich and poor Egyptians.</p> <p>Stone Age- where did they live? How did they keep themselves warm/clean/fed?</p>	<p>Ancient Egyptians- Roles of Gods and Goddesses, Tombs, Mummification and Temples</p> <p>Stone Age- burial rituals</p> <p>Anglo-Saxons- who did</p>

			<i>Anglo-Saxons- comparison with Stone Age</i>	<i>they worship?</i>
<i>Year B</i>	<p><i>Vikings- long boats, Viking settlements</i></p> <p><i>Local Study- Watchet's Maritime history/Harbour</i></p> <p><i>The Tudors</i> <i>Who were the Tudor monarchs?</i> <i>Why did they want to explore?</i></p>	<p><i>Vikings- how did they invade England? Compare to Saxons.</i></p> <p><i>Local Study- how has transport changed over time in Watchet?</i></p> <p><i>The Tudors</i></p>	<p><i>Vikings- what are the differences between Vikings and Saxons? Long house/round house.</i></p> <p><i>Local Study- can we find evidence of how homes have changed over time in our local area?</i></p> <p><i>The Tudors</i></p>	<p><i>Vikings- Who did they worship? Valhalla, link back to Anglo-Saxons.</i></p> <p><i>Local Study- how have places of worship changed in the local area?</i></p> <p><i>The Tudors</i></p>

Knowledge and Skills Progression Maps EYFS/KS1 Year A:

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</p> <p>Changes within living memory:</p> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</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 [for example, Elizabeth I and Queen Victoria,</p>	<p>Significant Individual</p> <p><i>Valentina Tereshkova</i></p> <p><u>Knowledge</u></p> <p>1/2 KN: Know who Valentina Tereshkova was and why she became famous</p> <p>1/2 KN: Know where on a historical timeline to place her birth date and the date when she first went into space</p> <p>1/2 KN: Know and be able to talk about the facts which make her significant</p> <p>1/2 KN: Know how to use maps to identify where she is from</p> <p>1/2 KN: Know the key influences in her life that contributed to her becoming an astronaut.</p>		<p>Significant individual</p> <p><i>Queen Victoria</i></p> <p><u>Knowledge</u></p> <p>1/2 KN: Know that Queen Victoria was the Queen of England.</p> <p>1/2 KN: Know where on a historical timeline to place Queen Victoria's dates of birth and death.</p> <p>1/2 KN: Know the reasons and facts which make the reign of Queen Victoria so significant</p> <p>1/2 KN: Know what life was like for poor children in the Victorian period</p>			<p>Events beyond living</p> <p><i>Titanic</i></p> <p><u>Knowledge</u></p> <p>1/2 KN: Know where the story of the Titanic sits on a historical timeline</p> <p>1/2 KN: Know the story sequence of the journey of Titanic (built in Belfast, from Southampton to New York)</p> <p>1/2 KN: Know what the Titanic was and what made her special at the time she was built (steam ship)</p> <p>1/2KN : Know and be able to explain why the Titanic is famous (unsinkable, largest, luxurious ship)</p>

<p><i>Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p> <p><i>Significant historical events, people and places in their own locality.</i></p>	<p>1/2 KN: Know other key astronauts through time (Buzz Aldrin, Neil Armstrong, Helen Sharman, Tim Peake, Helen Sharman)</p> <p>1/2 KN: Know the key ways in which travel has changed over time. (rockets, trains, planes, cars and when they were invented.)</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to compare two versions of a past event</p> <p>1/2 SK His Inter: Observe and use pictures, photographs to find out about the past</p> <p>1/2 SK His Inv: Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</p>		<p>1/2 KN: Know what life was like for rich people</p> <p>1/2 KN: Know the main differences to be able to compare the lives of rich and poor people in the Victorian period</p> <p>1/2 KN: Know key differences between life in the Victorian times compared to modern day</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to compare two versions of a past event</p> <p>1/2 SK His Inv: Observe or handle evidence to ask simple questions to ask simple questions about the past</p>			<p>1/2 KN: Know why the Titanic sunk</p> <p>1/2 KN: Know how the travelling experience was different for each class of passenger aboard the ship and for the crew.</p> <p>1/2 KN: Know how to use different sources of evidence to form our own ideas. (photos, newspapers (online), first hand recount)</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to use stories or accounts to distinguish between fact and fiction</p> <p>1/2 SK His Inter: Explain that there</p>
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	<p>1/2 SK Chron Und: Sequence events that are close together in time</p> <p>1/2 SK Chron Und: Order dates from earliest to latest on simple timelines</p> <p>1/2 SK Chron Und: Sequence pictures from different periods.</p> <p>1/2 SK Pres, org+comm: Show an understanding of simple historical terms, such as</p>		<p>1/2 SK Chron Und: Use words and phrases such as: old, past, present, century,</p> <p>1/2 SK Chron Und: Sequence pictures from different periods</p> <p>1/2 SK Present, org+comm: Show understanding of historical terms, such as monarch, parliament,</p> <p>1/2 SK Present, org+comm: Talk, write and draw about things from the past</p> <p>1/2 SK His Inter: Observe and use pictures, photographs and artefacts to find out about the past</p>			<p>are different types of evidence and sources that can be used to help represent the past.</p> <p>1/2 SK His Inv: Choose and select evidence and say how it can be used to find out about the past</p> <p>1/2 SK Chron Und: Use words and phrases such as modern, old/oldest</p> <p>1/2 SK Present, org+comm: Use drama/role play to communicate their knowledge about the past</p>
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By the end of Year A:

Learners are able to explain who Valentina Tereshkova was and identify on a timeline when she went into space. They will know Queen Victoria was significant and know when she reigned. They will know how life in Victorian times differed for rich and poor. They will understand why the Titanic is so famous and know its journey. They will be able to name a range of sources of information and use subject specific vocabulary. They will know where topics studied are within a timeline.

Knowledge and Skills Progression Maps EYFS/KS1 Year B:

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</p> <p><i>Changes within living memory: Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</i></p> <p><i>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life</i></p>	<p><i>Changes within living memory</i></p> <p><i>Childhood through time (1950, 1980, present)</i></p> <p><u>Knowledge</u></p> <p>1/2 KN a: Know how to use a timeline and place key periods of history</p> <p>1/2 KN b: Know that time could be represented as one year, a decade, 100 years and that lots of change takes place during this time</p> <p>1/2 KN c: Compare and contrast technology through the mentioned decades.</p> <p>1/2 KN d: Compare and contrast schooling through the mentioned decades.</p>		<p><i>Events beyond living memory</i></p> <p><i>Great Fire of London</i></p> <p><u>Knowledge</u></p> <p>1/2 KN: Know and be able to explain what the Great Fire of London was</p> <p>1/2 KN: Know where to place the Great Fire of London on an historical timeline</p> <p>1/2 KN: Know how to locate London on a global and nationwide level. Identify significant place names in London related to Great Fire</p>			<p><i>Significant historical events, people places in own locality</i></p> <p><i>Yankee Jack and Samuel Coleridge</i></p> <p>1/2 KN: Know and recall the name Yankee Jack and John Short</p> <p>1/2 KN: Know where to place the life of Yankee Jack on a timeline</p> <p>1/2 KN: Know what are the main connections that link Yankee Jack to Watchet (where he sailed from, sea shanties, statue)</p> <p>1/2 KN: Know why Sea Shanties were so important at the</p>

<p><i>in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>	<p>1/2 KN f: Compare and contrast music through the mentioned decades</p> <p><u>Skills</u></p> <p>1/2 SK His Inv: Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</p> <p>1/2 SK Chron Und: Sequence artefacts and events that are close together in time</p> <p>1/2 SK Chron Und: Order dates from earliest to latest on simple timelines</p> <p>1/2 SK Chron Und: Describe memories and changes that have happened in their own lives</p>		<p>1/2 KN: Know what started the fire</p> <p>1/2KN: Know the main factors why the fire spread so fast and so far</p> <p>1/2KN: Know what impact the fire had on the people and the city of London</p> <p>1/2KN: Know how the city was rebuilt after the fire and what was learnt from the disaster.</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to use stories or accounts to distinguish between fact and fiction</p> <p>1/2 SK His Inter: Explain that there are different types of evidence and</p>			<p>time. Name two sea shanties that they know.</p> <p>1/2 KN: Know and recall the name Samuel Coleridge and why he is famous</p> <p>1/2: Know where to place the life of Samuel Coleridge on an historical timeline</p> <p>1/2 KN: Know what the words 'ancient' and mariner' means as Coleridge's nickname</p> <p>1/2 KN: Make connections between Samuel Coleridge and Watchet (poem, poem on harbour wall, statue)</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to compare</p>
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	<p>1/2 SK Chron Und: Use words and phrases such as: earliest, latest, modern, before, after, future</p>		<p>sources that can be used to help represent the past.</p> <p>1/2 SK His Inv: Observe evidence to ask simple questions about the past</p> <p>1/2 SK Chron Und: Order dates from earliest to latest.</p> <p>1/2 SK Pres, org+comm: use historical vocabulary to retell simple stories about the past</p>			<p>two versions of a past event</p> <p>1/2 SK His Inter: Explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>1/2 SK Chron Und: Sequence events that are close together in time</p> <p>1/2 SK Pres, org+comm: Use drama/roleplay/songs to communicate their knowledge about the past</p>
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By the end of Year B;
Learners will know how technology, school and music have changed over time (1950s, 1980s, present day). They will know about key events in the Great Fire of London and how housing types contributed to the spread of the fire. They will know significant people within the local area and how they contributed to the history of Watchet. They will be able to place key dates on a timeline and make comparisons. They will know how to use a range of sources of information to learn about the past.

Knowledge and Skills Progression Map KS2 Year A:

KS2 Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</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 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 local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • 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; 	<p>Ancient Egyptians</p> <p><i>Why are the Egyptians famous for their wrappings?</i></p> <p><u>Knowledge</u></p> <p>3/4 KN: Know where to place the Ancient Egyptian civilisation on an historical timeline</p> <p>3/4 KN: Know how to locate Egypt on a map</p> <p>3/4 KN: Know how to identify key facts about early civilisations around the world.</p> <p>Know what marked them out from tribal settlements that had gone</p>		<p>Stone Age and Stonehenge</p> <p><i>What was life like in the Stone Age?</i></p> <p><u>Knowledge</u></p> <p>3/4 KN: Know where to place on an historical timeline when Stonehenge was discovered/built</p> <p>3/4 KN: Know how to locate Stonehenge on a map</p> <p>3/4 KN: Begin to piece together all the historical periods children have been exposed to, and thinking about what came at start of this</p>		<p>Anglo Saxons</p> <p><i>What impact did invaders have on the Anglo-Saxons?</i></p> <p><u>Knowledge</u></p> <p>3/4 KN: Know where to plot on an historical timeline when the Anglo-Saxons first invaded Britain/ruled</p> <p>3/4 KN: Know how to locate on a map where the Anglo Saxons originated from and where they first settled.</p> <p>3/4 KN: Know why the Roman Empire declined.</p>	

<p><i>Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <ul style="list-style-type: none"> <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i> 	<p>before (eg. Indus Valley, Shang Dynasty, Ancient Sumer, Egyptians).</p> <p>3/4 KN: Know where to plot these on maps & consider why civilisations first developed in these places (typically fertile soils & flood plains), linking to Geography topics.</p> <p>3/4 KN: Focusing on Ancient Egypt – Know what artefacts as a source of evidence, can tell us about the Ancient Egyptians?</p> <p>Know how the AE impacted on the landscape through everyday life, and in particular the role of the River Nile.</p>		<p>timeline – what was earliest life in Britain like?</p> <p>3/4 KN: Know what life was like during the Stone Age period Know how simple hunter / gatherer communities existed (eg. flint examples found in Letchworth & Baldock).</p> <p>3/4 KN: Know the key developments that took place during the Bronze Age: changing technology, religion, travel; communities become larger and more connected; construction of Stonehenge. Know how these might these have affected everyday life?</p>		<p>Know what impact their withdrawal had on Britain from 410 AD</p> <p>3/4 KN: Know who invaded Britain following the Roman withdrawal. Know where the invaders came from.</p> <p>The Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark.</p> <p>3/4 KN: Know what life was like in Anglo-Saxon settlements. Know the differences between Roman and Anglo Saxon life styles (eg. return to tribal communities, decline</p>	
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	<p>3/4 KN: Know the names of Egyptian Gods and the beliefs around life after death - tombs, pyramids & burial sites. Why were these built on such massive scale?</p> <p>3/4 KN: Know what life was like for the Pharaohs - how did they rule? Know who were the most significant Pharaohs Know what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.</p> <p><u>Skills</u></p> <p>3/4 SK His Inter: Investigate different accounts of</p>		<p>•3/4 KN: Know what the changes were during the Iron Age - particularly the shift to tribal kingdoms & life based around local hill forts. Know what the impact of this was on farming, art & culture, and link to the local area.</p> <p><u>Skills</u></p> <p>3/4 SK His Inv: Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</p> <p>3/4 SK His Inv: Use a range of sources to</p>		<p>of Roman cities, pagan religions).</p> <p>3/4 KN: Know about the battles between the Anglo-Saxons and Britons and their long-term impact on everyday life. Know the story of King Arthur and the birth of 'England'.</p> <p>3/4 KN: Know what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to know about the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne).</p> <p><u>Skills</u></p>	
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	<p>historical events and be able to explain some of the reasons why the accounts may be different</p> <p>3/4 SK His Inv: Use a range of sources to find out about the past</p> <p>3/4 SK His Inv: Regularly address and sometimes devise own questions to find answers about the past</p> <p>3/4 SK His Inv: Gather more detail from sources such as maps to build up a clearer picture of the past</p> <p>3/4 SK Chron Und: Understand that a timeline can be divided into BC and AD</p>		<p>find out about the past</p> <p>3/4 SK Chron Und: Understand that a timeline can be divided into BC and AD</p> <p>3/4 SK Pres, org+comm: Present and organise ideas about the past using role play and different genres of writing</p>		<p>3/4 SK His Inter: Look at more than two versions of the same event or story in history and identify differences</p> <p>3/4 SK His Inv: Begin to undertake their own research</p> <p>3/4 SK His Inv: Gather more detail from sources such as maps to build a clearer picture of the past</p> <p>3/4 SK His Inv: Construct informed responses about one aspect of life in the past through careful selection and organisation of relevant historical information</p> <p>3/4 SK Pres, org+comm: Use and understand appropriate</p>	
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	3/4 SK Pres, org+comm: Start to present ideas based on their own research about the period				historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms	
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By the end of Year A:
Learners will develop a chronologically secure knowledge and understanding of British, local and world history through studies of Ancient Egypt, the Stone Age and the Anglo-Saxons. They will establish clear narratives within and across the periods they study. They will develop the appropriate use of historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will understand how our knowledge of the past is constructed from a range of sources.

Knowledge and Skills Progression Maps KS2 Year B:

KS2 Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</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 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 local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • 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 	<p style="text-align: center;">Vikings</p> <p><u>Knowledge</u></p> <p>3/4 KN: Know where to plot on a timeline when the Vikings invaded/Viking era</p> <p>3/4 KN: Know how to locate on a map where The Vikings came from and where they entered the UK</p> <p>3/4 KN: Know who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.)</p>		<p>3/4 KN: Know how the railway has changed over time. Know why it was so important in the local area, for industry and tourism.</p> <p>(Possible walk down to the train station to investigate evidence of existing past parts still there)</p> <p><u>Skills</u></p> <p>3/4 SK His Inv: Use a range of sources to find out about the past</p> <p>3/4 SK His Inv: regularly address</p>			<p style="text-align: center;">The Tudors</p> <p style="text-align: center;">Exploration focus</p> <p><u>Knowledge</u></p> <p>3.4 Know who the Tudors were and recognize the significance of key monarchs, such as Henry VIII and Elizabeth I.</p> <p>3/4 Know how the Tudor period shaped England's social and cultural development, including religion and society.</p> <p>3/4 Know what life was like during Tudor times, covering aspects of daily life, food,</p>

<p><i>Egypt; The Shang Dynasty of Ancient China</i></p> <ul style="list-style-type: none"> <i>• Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300.</i> 	<p><i>3/4 KN: Know what fuelled Viking invasions to Britain. Know what war tactics Vikings used, including weapons, attitudes and the effectiveness of the longships.</i></p> <p><i>3/4 KN: Know what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc.</i></p> <p><i>3/4 KN: Know how Alfred the Great against Viking rule (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a</i></p>		<p><i>and sometimes devise own questions to find answers about the past</i></p> <p><i>3/4 SK His Inv: Begin to undertake their own research</i></p> <p><i>3/4 SK His Inv: Gather more detail from sources such as maps to build up a clearer picture of the past</i></p> <p><i>3/4 SK Chron Und: Sequence several events or historical figures on a timeline using dates</i></p>			<p><i>clothing, and social hierarchy.</i></p> <p><i>3/4 Know why exploration was important to the Tudors, including their desire to expand trade, gain wealth, and find new resources.</i></p> <p><i>3/4 Know about key Tudor explorers, such as Sir Francis Drake and John Cabot, and understand their achievements and discoveries.</i></p> <p><i>3/4 Know the impact of Tudor exploration on both England and the places they visited, including changes in trade, knowledge of geography, and</i></p>
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	<p>single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute.</p> <p>3/4 KN: Plot all of the above on an annotated timeline.</p> <p><u>Skills</u></p> <p>3/4 SK His Inter: Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p> <p>3/4 SK His Inv: Begin to undertake their own research</p> <p>3/4 SK His Inv: Gather more detail from sources such as maps to build a</p>					<p>relationships with other countries.</p> <p><u>Skills</u></p> <p>3/4 SK His Inv: Use a range of sources to find out about the past</p> <p>3/4 SK His Inv: regularly address and sometimes devise own questions to find answers about the past</p> <p>3/4 SK His Inv: Begin to undertake their own research</p> <p>3/4 SK His Inv: Gather more detail from sources such as maps to build up a clearer picture of the past</p> <p>3/4 SK Chron Und: Sequence several events or historical</p>
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	<p>clearer picture of the past</p> <p>3/4 SK His Inv: Construct informed responses about one aspect of life in the past through careful selection and organisation of relevant historical information</p> <p>3/4 SK Pres, org+comm: Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</p>					<p>figures on a timeline using dates</p>
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By the end of Year B:
 Learners will develop a chronologically secure knowledge and understanding of British, local and world history through studies of the Vikings, Crime and Punishment through the Ages and a local study of the maritime history of Watchet. They will establish clear narratives within and across the periods they study. They will note connections, contrasts with previous areas of study and will use the appropriate historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will understand how our knowledge of the past is constructed from a range of sources

History Vocabulary Progression

<p style="text-align: center;">EYFS</p> <p>Long ago, many years ago, past, old, new, then, now</p>	<p style="text-align: center;">Year One</p> <p>Before, after, then, next, past/present, important people, real/not real, evidence</p>	<p style="text-align: center;">Year Two</p> <p>Reference book, time period, memories, key events, younger, older, similarities/differences, identify, before, after, chronology, next, first, second, third, finally</p>	<p style="text-align: center;">Year Three</p> <p>Timeline, sequence, artefact, comparison- similar/different, primary/secondary source, chronology, representation, firstly, secondly, next, after that, finally, cartoons/stories, period, museum, select, record, internet, library, links and effects</p>
	<p style="text-align: center;">Year Four</p> <p>BC/AD, period, explanation, key features, historical knowledge, archaeologist, bias, beliefs</p>	<p style="text-align: center;">Year Five</p> <p>Sequence, relevant, justification, confidence, examine, compare</p>	<p style="text-align: center;">Year Six</p> <p>Characteristics, time studies, explanation, conclusion, accuracy, interpretations, omissions, fact, fiction, opinion</p>

History Non-Negotiables

Planning:	Resources:	Presentation:	Assessment:	Inclusion for All:
<ul style="list-style-type: none"> • School format for planning will be used and will identify: Learning Objective, Skills Progression, Teacher input, Practise It and Review It sections • Planning will be shared on p/drive with Key Stage Team • Resources will be identified on the planning • Links to other curriculum areas will be made where appropriate 	<ul style="list-style-type: none"> • History overview • Knowledge organisers • End of unit retrieval quizzes 	<ul style="list-style-type: none"> • Dates underlined • LO- as a question linked to knowledge • Begin writing by margin • Draw diagrams/pictures on plain paper • Stick worksheets in straight with glue • Floor books can be used to record class learning 	<ul style="list-style-type: none"> • Prior learning revisit • Elicitation- as a Historian I would like to know/I would like to ask • Now I know... • Oral quizzes to recap learning • Lesson plenary- what have we learnt today? What do we now know? • End of unit retrieval quizzes 	<ul style="list-style-type: none"> • Pre-teaching of key vocabulary • Teacher modelling and scaffolding of language • Use of practical resources • Use of alternative methods of recording • Use of scribes/partnered work