**Lillington Nursery and Primary School**

**History Knowledge and Skill Progression**

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| **Strands** | | | | | |
|  | **Chronological**  **Understanding** | **Interpretation of different sources** | **Lives of Significant Individuals** | **Knowledge and understanding of events** | **Own lives / local area** |
| Nursery | Developing an understanding of chronology through stories and traditional tales.  Understanding that living things like dinosaurs, *plesiosaurs* and *pterosaurs* lived millions of years ago.  A palaeontologist studies fossils of living things from the past. | Photos of immediate family to gain an understanding of where the child fits in the family.  Fiction and non fiction books.  Fossils, photos of dinosaurs skeletons. | Studying people, cultures and communities from around the world and making comparisons between the past and present. | Understanding that there was an Ice Age and what that meant for the dinosaurs. | Learning we are part of a global community.  Learning heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture and artefacts handed down by previous generations.  Making connections between their own family and others around the world. |
| Reception | Developing an understanding of chronology through stories and traditional times.  Knowing that the past is made of events that have already happened.  Memories are things we remember from the past.  **Key vocabulary:** memory, remember, baby, toddler, adult, grow, history  Start to learn a timeline shows the order in which events happened. | Videos and pictures. Photographs of the local area in the past.  Discussing why old photos were black and white.  Changes in toys and clothes. | Looking at pictures of past monarchs and drawing inferences on their lives. Linking to stories with a royal theme. | Historians and archaeologists are people who find out about life long ago. | Children learn about how they have grown and changed since they were babies and how life in the past was different to today.  Children also find out about how Lillington / Leamington has changed. |

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| Year 1 | **Skill** Order information on a timeline.  **Knowledge**  Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.  Timeline of the 1950’s  Create a timeline to show changes in their lives and that of their parents and grandparents.  Beginning to understand years, decades, centuries.  **Skill** Describe changes within or beyond living memory.  **Knowledge**  Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. | Use artefacts to learn about life in the past.  Use photographs to create family trees.  Experience a Victorian schoolroom.  Photos showing changes in the local area.  **Skill** Express an opinion about a historical source. | Learn about Queen Elizabeth II, who she was, why she was significant.  **Skill** Understand the term significant and explain why a significant individual is important.  **Knowledge**  Samuel Wilderspin (1791–1866) was an English educator known for his pioneering work in infant schools. He believed that children should be encouraged to learn through experience, be treated kindly and develop their feelings as well as intellect. | Learn about events beyond living memory E.g.  The Queen’s Coronation, links to Jubilee celebrations.  Learn about how life has changed from the 1950s to now.  Learn about how schools in the past, comparing them to today. | Role play / experience a Victorian schoolroom, St John’s Museum, Warwick  History of Lillington Nursery and Primary School  **Skill** Identify similarities and differences between ways of life within or beyond living memory.  **Knowledge**  Identifying similarities and differences helps us to make comparisons between life now and in the past.  **Skill** Describe important events in the school's history.  **Knowledge**  Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. |
| Year 2 | Timelines of Britain’s six most significant sovereigns.  **Skill** Sequence significant information in chronological order.  **Knowledge**  A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.  **Specific knowledge**  The campaigns of activists show important issues of the day. For example, Emmeline Pankhurst highlighted inequality between men and women. | Photographs, books, internet research  **Skill** Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.  **Specific knowledge**  A memorial is something made to remind people of a significant person or event. It can celebrate their life and show respect for their achievements. Memorials can include statues, monuments, buildings, stamps or money. | **Skill** Describe and explain the importance of a significant individual's achievements on British history.  **Knowledge**: What makes an individual significant.  Christopher Columbus  Neil Armstrong.  Tim Peake, Rosa Parkes,  Emmeline Pankhurst,  Frank Whittle | Learn about the British Monarchy from AD871 to the present day. Focusing on Alfred the Great, William the Conqueror and Henry VIII. Know how life would be different now if we didn’t have William the Conqueror. | **Skill** Describe, in simple terms, the importance of local events, people and places.  Frank Whittle – invention of jet engine  Trip to Air museum in Baginton |
| Year 3 | Timelines to show the chronology of Bronze age, Stone age and Iron age.  Know that the Romans came after the Iron Age (Celts)  **Skill** Sequence dates and information from several historical periods on a timeline. | Learning how historians find out about the past and what actions they take to preserve it.  Recreation of a historical dig.  **Skill** Make deductions and draw conclusions about the reliability of a historical source or artefact.  **Knowledge**  Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.  **Specific knowledge**  Skara Brae is a Neolithic settlement on the Orkney Islands in Scotland. Well preserved dwellings and artefacts have been discovered there, which have helped historians and archaeologists to understand more about life in the Neolithic.  **Specific knowledge**  A hoard is a group of precious objects that have been buried in the ground to be retrieved later. The Snettisham hoard consisted of rings, bracelets, ingots, 234 coins and over 200 torcs made of precious metals. Some pieces in the hoard were unfinished and some were deliberately broken. | Boudicca | **Skill** Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.  **Knowledge**  The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.  **Skill** Explain the cause and effect of a significant historical event.  **Specific knowledge**  By the end of the Stone Age, humans had started to live in permanent settlements and farm crops and animal.  Know that the Roman Empire Invaded England in 43AD.  Compare how life changed in Britain between Celtic times and the arrival of the Romans.  Know what the legacy left by the Romans is.  Know what made the Romans successful (army formation and inventions). | Know about an early Roman settlement. Visit a Roman fort e.g. Lunt or Chesterton Windmill. |
| Year 4 | Timeline in Britain from AD410-1199  **Skill** Compare and contrast two civilisations. The chronology of ancient civilisations.  **Skill** Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. | Maps, photos, looking at photos of sections of the Bayeux Tapestry.  Non fiction books.  **Skill** Explain how artefacts provide evidence of everyday life in the past.  **Knowledge**  The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. | **Skill** Construct a profile of a significant leader using a range of historical sources.  **Knowledge**  A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.  Tutankhamun. King Lugalzaggisi.  Alfred the Great and William the Conqueror | Learn about the rule of law and how it came to be in Britain.  **Skill** Explain in detail the multiple causes and effects of significant events.  **Knowledge** The ancient Sumerians disappeared due to climate change, natural disasters and invasions. The ancient Egyptians collapsed due to invasion by the ancient Greeks in 332 BC and the ancient Romans in 30 BC. The Indus Valley civilisation fell due to climate change and a range of human activities. | The impact of the sewage system / waste water pipes etc.  Link to the River Leam (why is Leamington built by a river?) Make comparisons to life then and now. |
| Year 5 | Timeline to show chronology of Ancient Chinese dynasties.  Time line of Ancient Greece – the significant individuals.  **Skill** Sequence and make connections between periods of world history on a timeline.  **Knowledge**  Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. (Building on Y4 knowledge). | Photographs, podcasts, videos, books, internet.  Assessing the validity of sources written at the time.  **Skill** Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.  **Knowledge**  Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. | Study of Fu Hao, Pythagoras, Plato and Socrates  **Skill** Use a range of historical sources or artefacts to build a picture of a historical event or person.  **Knowledge**  Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.  **Specific knowledge**  Fu Hao was a wife of King Wu Ding, king of the Shang Dynasty. She was a military leader and lead an army of 13,000 men, which was highly unusual for a woman. She was also a politician and a spiritual leader. She was buried in a tomb, which was a great honour, with cowrie shells, jewellery, weapons, ritual bronzes and oracle bones. | **Skill** Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).  **Knowledge**  The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. | Learn about the legacy of ancient China- silk, jade, paper, magnetic compass etc- impact on life today.  Understand how life in Ancient Greece still impacts our life in the UK today. |
| Year 6 | Chronology of the slave trade (1441 onwards)  19-14-1918  1939-1945  (World Wars) | Photos, maps, books, logs, diaries and speeches.  Photos, books, artefacts (war helmet, ration book, medals etc.)  **Skill** Identify different types of bias in historical sources and explain the impact of that bias.  **Knowledge**  Different types of bias include political, cultural or racial.  Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' | Study how Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562, and subsequent monarchs granted control of the British slave trade to private companies.  Winston Churchill  Adolf Hitler | Windrush, Abolition of the slave trade.  **Skill** Describe the growth of the British economy and the ways in which its growth impacted on British life.  **Knowledge**  To know the British economy grew between the 16th and 19th centuries due to a range of factors including Britain’s involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people’s lives including the way they worked, travelled and spent their money.  **Skill** Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.  Battle of Britain, D-Day, VE Day | Links to what is happening in the world today- discussions following Newsround etc.  Leamington war memorial  Trip to the national war memorial arboretum |