



Milford Primary School

Care, Share, Respect, Learn!

History

Progression Statements			
	Years 1 and 2	Years 3 and 4	Years 5 and 6
Strand 1: Historical Knowledge: Subject content	<p>*Changes within living memory *events beyond living memory: The Great Fire of London</p> <p>* The lives of significant individuals who have contributed to national and international achievements Florence Nightingale Mary Seacole</p> <p>*Significant historical events, people and places in their own locality</p>	<p>*the Roman Empire and its impact on Britain Overview of all non-statutory examples with detailed study of the power of the Roman army and the British resistance: Boudicca. *Britain's settlement by Anglo-Saxons Anglo-Saxon invasions, settlements and kingdoms. Anglo-Saxon art and culture Christian conversion: Lindisfarne *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of the Confessor. All non-statutory themes *A local history study * The achievements of the earliest civilisations: over view of when and where they appeared plus an in depth study. Ancient Egypt.</p>	<p>*Changes in Britain from the Stone Age to the Iron Age Skara Brae: late Neolithic hunter-gatherers and early farmers. *A local history study. *Ancient Greece- a study of Greek life and achievements and their influence on the western world. *A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 The Battle of Britain as a significant turning point in the 2nd World War A non-European society that provides contrasts with British history. Islamic Civilisation</p>



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<p>Strand 1: Historical Knowledge: Constructing the past.</p>	<p>Know where people and events fit into a chronological framework.</p> <p>Some of these people and events will introduce periods of history which they will revisit in more detail in KS2</p>	<p>Begin to establish clear narratives within and across periods they study.</p> <p>Understand overview and depth. e.g can identify and discuss some key features of the periods studied.(themes and events in local, national and global history)</p>	<p>Establish clear narratives within and across the periods they study. Combine overview and Depth study to help pupils understand both the long term development and the complexity of specific aspects of the content.</p> <p>Note connections, contrasts and trends over time.</p> <p>e.g. Describe in some detail the main features of the periods and cultures studied inc social, economic, cultural and political themes and significant events and people.</p>
<p>Strand 1: Historical Knowledge: Chronological Understanding (Sequencing the past)</p>	<p>Know where people and events fit into a chronological framework.</p> <p>Use common words or phrases relating to the passing of time.</p>	<p>Continue to develop a chronologically secure knowledge of local, British and World History.</p> <p>Understanding where a period studied fits into a chronological frame and looking for connections to other periods.</p>	<p>Develop chronologically secure knowledge of local, British and World History.</p> <p>Understanding where a period studied fits into a chronological frame and looking for connections to other periods.</p>



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<p>Strand 1: Historical Knowledge: Historical terms (talking about the past)</p>	<p>Use a wide vocabulary of everyday historical terms. e.g yesterday today now long ago modern when before after Use terms specific to historical events which are studied e.g. parliament plot king</p>	<p>Use a wide vocabulary of historical terms: some will be specific to periods studied e.g: empire war democracy tomb civilisation tradition custom culture legacy etc</p>	<p>Use historical terms and concepts in increasingly sophisticated ways e.g: in comparisons between periods / for clarity in information writing/ in debates Opinion bias evidence</p>
<p>Strand 2: Historical Concepts: Continuity, Change and Development</p>	<p>Identify similarities and differences between ways of life at different times (inc within living memory) e.g compare their life with the childhood of Florence Nightingale or Mary Seacole. Interview grandparents about changes within living memory. Identify similarities/differences between toys from different eras</p>	<p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and change over time. e.g. What did the Romans do for us? Significant changes during different monarchies. Links/differences between Romans/Egyptians/Greeks/Mayans Impact of European settlers in South America: factual Comparing life in the local area with now- census returns for Sunny Hill/Hopping Hill</p>	<p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and change over time. e.g. Legacy of Greece: link back to Romans etc Impact of European settlers in North America: factual and ethical The influence of the Strutt family in Belper and Milford and how this impacted on the local economy/ social and cultural life/ religion and morals etc</p>
<p>Strand 2: Historical Concepts: Cause and Consequence (effect)</p>	<p>Recognise why people did things, why events happened and what happened as a result. Study the lives of significant individuals</p>	<p>Address and devise historically relevant questions about cause and the consequence of event e.g Why did the Romans invade</p>	<p>Address and devise historically relevant questions about cause and the consequence of events;</p>



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	<p>who contributed to national or international events. e.g. recognise reasons for and results of the Gunpowder Plot Explain why Florence Nightingale was important.</p>	<p>Britain? What were the consequences? Why did WI build castles? Etc What made the Vikings such good travellers?</p>	<p>What were the consequences of the European colonisation of North America? Why did Jedidiah Strutt gbuild his mill here? What were the consequences?</p>
<p>Strand 2: Historical Concepts: Significance</p>	<p>Talk about important historical figures. Explain what they did that made them important. Explain why Florence Nightingale was important.</p>	<p>Identify historically significant people, events and ideas: e.g. Explain why William the Conqueror or the Norman invasion was significant in British history. Identify significant features of Roman Britain.</p>	<p>Identify historically significant people, events and ideas and consider their significance from a modern and a contemporary view point e.g. How do we view J. Strutt. Who was significant in North American history and why? Is our modern view different?</p>
<p>Strand 2: Historical Concepts: Interpretations / recognising bias</p>	<p>Understand some ways that they can find out about the past and identify different ways in which it is represented. e.g Use books, pictures, artefacts, photographs, stories, inter net to find out about Florence Nightingale. Compare sanitised pictures with more accurate representations.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources. Begin to consider where the sources come from and to recognise differences of opinion. e.g Use books, pictures, artefacts, photographs, stories, inter net census returns : Explain why people at the time may have had</p>	<p>Understand how our knowledge of the past is constructed from a range of sources. Consider the origins of the sources and question the validity. e.g Use books, pictures, artefacts, photographs, stories, inter net census returns Identify why it is possible to have different opinions about an</p>



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	What do different stories say about Guy Fawkes?	different opinions about the Roman/Norman/Viking invasion of Britain.	event or person e.g Spartan Society /Jedidiah Strutt's use of machines.
Strand 3 :Historical Enquiry: Planning and carrying out a historical enquiry	Ask and answer questions. Use parts of stories and other sources to show they know key features of events. Use a wide vocabulary of historical terms. e.g. ask questions about a famous person and research information using 2 or more sources to write a paragraph about them	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. e.g. plan an investigation into Victorian child labour. Create a radio play script about the Roman invasion based on sources. Plan for a debate about the rights of the monks in Lindisfarne.	Construct informed responses that involve thoughtful selection and organisation. e.g. write a story/play/information text about Skara Brae or the Strutts in Milford based on evidence from different sources (evidence)
Strand 3: Historical Enquiry: Using sources as evidence	Understand some ways that they can find out about the past and identify different ways in which it is represented. e.g Use books, pictures, artefacts, photographs, stories, inter net and extract useful and relevant information about life or an event or a person.	Understand that our knowledge of the past is constructed from a range of different sources. e.g Use books, pictures, artefacts, photographs, stories, inter net to find answers to specific questions relating to their historical enquiry.	Understand that our knowledge of the past is constructed from a range of different sources. e.g Select form a range of books, pictures, artefacts, photographs, stories, inter net and make judgements about their usefulness for answering specific questions related to their historical enquiry.



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