

Lightmoor village Primary School Progression of Knowledge and Skills in History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry Questions	<p>How have I changed since I was a baby? (Role play focus, bathing babies, baby photos, Peepo)</p> <p>What am I like now? What has changed? What has stayed the same? How have I grown? What can I do now?</p> <p>What happened a long time ago? Where did dinosaurs come from? What was it like when dinosaurs were on Earth?</p> <p>Who is Mary Anning? What did she find? What did she do? What was her life like?</p>	<p>Why do we celebrate bonfire night? Why did Guy Fawkes want to blow up the Houses of Parliament? Who was Guy Fawkes? Why do we celebrate the day?</p> <p>How have people's lives changed in living memory? How have toys changed over time? How has technology changed the way we play? How has food changed in the last 60 years? How has technology changed the</p>	<p>The Great Fire of London: what impact did the fire have on those who stayed and those who could leave? What was life like in the 17th century? How did London begin? What was London like at the time of the fire? How did the Great Fire of London start? How was the Great Fire of London put out? What was the impact of the Great Fire of London? What changes were made as a result of the Great Fire of London? To create a timeline of the events of the Great Fire of London.</p>	<p>Stone age to Iron Age : How do we know about Prehistoric Britain? Which animals lived in Prehistoric Britain? What were the different periods in the Stone Age? What are the similarities and differences between Stone Age periods? What can artefacts from the Stone Age tell us about how people lived during the different periods? What was life like in a Neolithic settlement? How did farming change how humans lived? How did the Bronze Age</p>	<p>Study of Roman Empire and its impact on Britain: How did the Roman Empire become so powerful? Who was Julius Caesar? What was Britain/Shropshire like before the Romans? How did the Romans conquer Britain? Why did Boudicca lead a revolt against the Romans? How did the Romans change Britain? How did the Romans change Britain? What did the Romans believe? What did the Romans believe? Why did the Romans leave Britain? In what ways did life in Britain remain the same after the Roman invasion?</p> <p>Ancient Egypt Early ancient civilisation (Egypt in depth study):</p>	<p>Anglo Saxons and Vikings : Who were the Vikings? What were the Viking raids? What was the Danelaw? What was life like in Viking Britain? How did England become a unified country? Use sources of evidence to deduce information about the past.</p> <p>Why did Telford become the birthplace of industry? – Local History Study: How did people live in Lightmoor in the past? What do we already know about our local area? (old map study) What makes a housing estate like Lightmoor special?</p>	<p>Ancient Greece: How was Ancient Greece organised? Why do we know so much about Ancient Greece? What was the Golden Age of Greece? What was Athenian democracy? What did the Ancient Greeks believe in? Who were the Ancient Greek philosophers? Who won the Peloponnesian wars? Why was Alexander so great? What were the great achievements of the Ancient Greeks.</p> <p>Non-European Civilisations</p> <p>Shang Dynasty</p> <p>How do we know about the Shang Dynasty?</p> <p>How did the Shang Dynasty begin? What was life like for people in the Shang Dynasty?</p>

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<p>Why are some traditional tales different? Why have they changed? What came first? What came next? How does it end?</p> <p>Who is the Queen? How have Queen's changed? What did they used to wear? Where did they live?</p> <p>Was our school always here? What was here before?</p>	<p>way we cook? Where does our food come from?</p> <p>How have the railways changed? – local study (George Stephenson) How has improved transport made the world more connected?</p>	<p>How do we know about the Great Fire of London? What other instances were there of destructive fires in London and locally (Great Fire of Newport/Market Drayton), and other major cities around the world?</p> <p>Significant individuals: Who improved nursing more as a result of the Crimean War? Florence Nightingale /Mary Seacole/ Edith Cavell/Agnes Hunt (local), Emily Davison</p> <p>Describe locally significant people from the past and a local event. (local history)</p>	<p>change how humans lived? Who were the Celts, and why did they use iron? What can monuments tell us about the Prehistoric period?</p> <p>Overview of Early Civilisation What do all the Ancient Civilisations have in common? So was everyone an Ancient Egyptian? What does our interactive timeline tell us? What else was happening in the world at the time of the Ancient Egyptians? What would the ancient civilisations need to have in order to function as a city?</p>	<p>Who ruled Ancient Egypt? What was Ancient Egyptian society like? Why was the River Nile important to the Ancient Egyptians? How did the AE travel and trade? Why did the AE build the pyramids? Who were the pyramid builders? What did the AE believe in? Where did the AE believe they would go after death? Why was Tutankhamun's tomb an important discovery? How are we still learning about the AE today?</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes</p>	<p>Why do things change? Why did changes occur in the order they did? What evidence exists today and how useful is it? Who are our local significant people? What impact have they had? How might local people have reacted to CASE STUDY? What evidence exists today and how useful is it? How and why has X changed in recent times?</p> <p>20th Century Conflict</p> <p>What caused the First World War to break out?</p> <p>Why were so many lives lost on the Western Front?</p>	<p>What did the Shang people believe? How were Shang people's beliefs similar and different to other people at the time? Who was Fu Hao? How did the Shang Dynasty end? How do empires collapse? What were the accomplishments of the Shang Dynasty? What were the major cities of the Shang Dynasty?</p> <p>A study of a theme in British History e.g. (Local Study – William Penny Brookes – the first Olympics) Who was William Penny Brookes? Why did he start the Olympics? Why was getting people involved so important to WPB? What was the impact of his work and how did affect the Olympics we know today? What legacy did WPB leave behind</p>
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			<p>Abraham Darby compare to John Wilkinson): Why was Abraham Darby an important person in Telford? Why was iron so special?</p>	<p>What was the greatest achievement of each civilisation? Local History Study (Bourneville Village) Use evidence to ask questions and find answers to questions about the past. (Local Study) Suggest suitable sources of evidence for historical enquiries. (Local Study) Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. (Local Study)</p>	<p>in history. (Roman/Egyptian)</p>	<p>What were the MAIN factors that set the conditions for the war? Was the Treaty of Versailles fair? How did Hitler rise to power? What was life like in Lightmoor at the time of these events?</p>	<p>and how has it changed sport today?</p>
<p>Substantive Knowledge</p>	<p>Children will know:</p> <p>About the important</p>	<p>Children will know:</p> <p>Why do we celebrate</p>	<p>Children will know:</p> <p>Significant individuals:</p>	<p>Children will know:</p> <p>Stone age to Iron Age</p>	<p>Children will know:</p> <p>Ancient Egypt (in depth study) About the Old, Middle and New</p>	<p>Children will know:</p> <p>20th Century Conflict</p>	<p>Children will know:</p> <p>Ancient Greece About how Ancient Greece was organised into</p>

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<p>people in their lives</p> <p>About the jobs of those around them.</p> <p>Know about similarities and differences between things from the past and now</p> <p>Know about their own experiences</p> <p>Understand the past through stories</p>	<p>bonfire night? Why Guy Fawkes wanted to blow up the houses of Parliament. The story of the Gunpowder Plot. When and why the conspirators attempted to kill King James I and what happened to Guy Fawkes afterwards. Who Guy Fawkes was and why he was important in the conspiracy to blow up the houses of Parliament. The meaning of the word 'conspiracy' and about some of the other conspirators. Whether the</p>	<p>Who Florence Nightingale (plus EC, AH, ED,MS) was/where and when she lived. Why FN went to Scutari and what the hospital conditions were like. How FN improved the conditions. About FN later life Similarities/ differences between medical care now and in Victorian times. The order and summary of events in the life of FN and others.</p> <p>The Great Fire of London Who ruled England during the 17th century, up to who was in charge at the time of the</p>	<p>About the earliest humans. The different species of human and how they migrated out of Africa, and about the distant past. About some prehistoric animals that roamed earth during the stone age, and many of them are now extinct. The names of the different periods and what developments humans made during each of them. What stayed the same throughout the different Stone Age periods, as well as what changed. Humans made some very important discoveries and breakthroughs with each new period, and the</p>	<p>Kingdoms of Egypt and the pharaohs who ruled. The different groups of people living in Ancient Egypt and the types of roles they had. How important the River Nile was and how it provided the Ancient Egyptians with everything they needed for daily life. How the Ancient Egyptians used the River Nile for the majority of their travel and to trade with other countries. The Giza pyramids and the pharaohs that built them. The workers from Deir el-Medina that built the pyramids. The gods and goddesses that the Ancient Egyptians worshipped and how they were important to the Ancient Egyptians. The gods and goddesses that the Ancient Egyptians worshipped and how they were important</p>	<p>The events leading up to the First World War. The unification of Germany in the nineteenth century. The MAIN factors which set the conditions for the great war: militarism, imperialism, alliances and nationalism. The major events of the First World War, including trench warfare, the Battle of the Somme, and why America joined the war. The peace treaty drawn up in Versailles by the Allies. The Big Three, and what their aims were following the defeat of Germany.</p> <p>Anglo Saxons and Vikings</p>	<p>different city states, each of them with their own set of rules and customs. About how we know so much about Ancient Greece, exploring artefacts found by archaeologists, as well as looking at the extensive influence the Greeks had on the Roman Empire. The most important cultural contributions of the Ancient Greeks, some of which are influential to this day. About the development of democracy in Athens, exploring the impact this had on the city's development, and how it became an enduring legacy of Ancient Greece to the rest of the world. The religious beliefs of the Ancient Greeks. about Socrates, Plato, and Aristotle, three Ancient Greek philosophers whose thinking remains influential to this day.</p>
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		<p>plan was successful and what happened to Guy Fawkes afterward. How some people celebrate Guy Fawkes Day. About bonfire night and the different ways in which it is celebrated.</p> <p>How have people's lives changed in living memory?</p> <p>About some of the ways in which toys have changed over time. The differences between wooden, plastic and electronic toys. About some of the ways in which toys</p>	<p>Great Fire of London. How people lived and the different types of jobs available during this period. London's origin, focusing on how it began as a Roman settlement by the banks of the River Thames nearly 2000 years ago. How London developed as an important cultural, economic and political centre through the reign of the Anglo-Saxons, Normans and Tudors. When the Great Fire of London began, looking at where it started and how it quickly spread throughout the city. How the Great Fire of London</p>	<p>way these changed the way we lived. How humans settled down and began to farm. How crops were planted and animals were domesticated, and how that changed life for early humans. How the Beaker culture arrived in Britain and with them brought the knowledge of how to make bronze. Some different bronze artefacts, and why using metal was such a huge change for prehistoric humans. About the Celts who formed the first proper tribes in Britain. The culture of the Celts, and how they moved on from bronze and made use</p>	<p>to the Ancient Egyptians. The afterlife and the process of mummification. The discovery of Tutankhamun's tomb and the incredible artefacts uncovered. How archaeologists are still uncovering artefacts from the Ancient Egyptian civilisation and what they tell us about their way of life.</p> <p>Study of Roman Empire and its impact on Britain:</p> <p>How the Roman Empire became so powerful. What an empire is. How the Roman Empire first began. How it became the most powerful empire in the western world. About Julius Caesar's personal accomplishments, his war with Gaul and how he became the dictator of the Roman Empire.</p>	<p>Where the Vikings came from, who they were and what they believed in. About the first Viking raid, the Anglo-Saxon reaction to the raids and why the Vikings were feared. How the Anglo-Saxons and Vikings co-existed, how King Alfred defeated the Vikings and how England was divided. Viking settlements, the roles of men and women and the Viking laws. the actions significant Anglo-Saxons such as Aethelflaed, Edward the Elder and Athelstan took to try and unify England. How the Danes conquered Britain for a short period, before learning about the Battle of Hastings.</p>	<p>About the conflict between the city states of Athens and Sparta, known as the Peloponnesian wars. About Alexander the Great, the king of the ancient Greek kingdom of Macedon, who conquered much of the known world. Why the Ancient Greeks were so influential, their great achievements and how these are influential to this day.</p> <p>Shang Dynasty</p> <p>How we know about the Shang, by looking at the ancient artefacts and writing archaeologists have found. About how the Shang Dynasty began, with the first ruler: Emperor Tang. What life was like for different people living in the Shang Dynasty: the food they ate, the jobs they had, and how society was structured. The belief systems of the Shang, including</p>
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		<p>have changed over time. How modern technology has affected the ways in which children play. Electronic and non-electronic games. About some of the ways in which food has changed over the last 60 years. How modern technology has made it easier to cook and popular dishes from the 1960s to 1990s. Where some of the food that we eat comes and the most popular foods from other continents.</p>	<p>was brought under control. The enormous impact the fire had on the city and its population. The changes made as a response to the Great Fire of London and how this presents itself in the present. About Samuel Pepys and John Evelyn who chronicled the events of the Great Fire of London in their diaries. About other catastrophes involving large-scale fires in London, and in other cities from around the world</p> <p>Describe locally significant people from the past and a local event. (local history)</p>	<p>of a different metal: iron. The monuments that prehistoric Britons made, including the world famous Stonehenge.</p>	<p>What life was like before the Romans arrived in Britain. How historians have been able to learn about this period of history. The Romans conquered Britain. Why Emperor Claudius chose to invade Britain and the key differences between the Roman and Celtic armies, towns and cities across Britain. Why Boudicca led a revolt against the Romans. Who the Iceni tribe were and how the Romans responded to the death of the Iceni King cities clean. How the Romans governed Britain. The religious beliefs of the Romans. The similarities and differences between the Romans and the Celts. What the Imperial Cult was. How Christianity spread across Roman England.</p>		<p>how they worshipped their ancestors. The supreme god Shangdi, and how the priests used Oracle bones to try to speak to the spirits of their ancestors. About other civilisations from around the world at the same time as the Shang Dynasty. Some of the beliefs these different civilisations held, and how they are similar and different. About Fu Hao, a peasant who rose to become a great priestess and general. How the Shang Dynasty came to an end in ancient China. About some of the largest empires throughout history. That empires have risen and fallen since the first civilisations. The collapse of the Shang Dynasty.</p> <p>A study of a theme in British History</p>
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					<p>How Roman beliefs were similar to those of the Ancient Greeks.</p> <p>How Boudicca fought back against the Roman</p> <p>How the Romans changed Britain.</p> <p>How the Romans built roads.</p> <p>How the Ancient Greeks influenced Roman religion and culture.</p> <p>Why the Romans left Britain. The different causes of the collapse of the Roman Empire.</p> <p>The different ways in which life in Britain remained the same after the Roman invasion. Finally, we will explore How the Roman invasion continues to affect us today.</p>		<p>e.g. (Local Study – Penny/William Brookes – the first Olympics)</p>
<p>Disciplinary Knowledge</p>	<p>Know that I can ask questions to find out about my past; Observe photographs, listen to family members, talking to others,</p>	<p>Know that Historians: Observe or handle evidence to ask questions and find answers to</p>	<p>Know that Historians: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Know that Historians: Archaeologists and historians study objects that they find from the past.</p>	<p>Know that Historians: Archaeologists and historians study objects that they find from the past.</p>	<p>Know that Historians: Seek out and analyse a wide range of evidence in order to justify claims about the past</p>	<p>Know that Historians: Must understand the social context of evidence studied</p> <p>Understand that no single source of evidence gives the</p>

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	<p>asking questions.</p> <p>Recording what I look through drawings and paintings</p>	<p>questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Make detailed timeline of the events and use alongside a map to practise retelling.</p>	<p>Study settlements to help to give clues about how humans lived in the past.</p>	<p>Study settlements to help to give clues about how humans lived in the past.</p> <p>Use sources of information to form about the past.</p>	<p>Must understand the social context of evidence studied.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p>	<p>full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p>
<p>Causes and consequences</p>	<p>What was a long time ago</p>	<p>Why people did things, what events happened and what happened as a result.</p>	<p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe changes that have happened in the locality of the school throughout history and give reasons for the results of people's actions and events.</p>	<p>Compare some of the times studied with those of other areas of interest around the world (Romans: Italy and Briton) and give reasons for the results of historical events, situations and changes.</p>	<p>Compare some of the times studied with those of the other areas of interest around the world and give reasons and explanations for and results of historical events, situations and changes</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. – analyse and explain reasons for and results of situations and changes,</p>

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Understanding chronology	<p>old, new past, present, older and newer, next, start, end, middle, long time ago,</p>	<p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Place events and artefacts in order on a time line.</p>	<p>Sequence some events, objects or information on a timeline.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Use dates and terms to describe events.</p>	<p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Sequence local, national and international events as well as historical periods.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Use dates and terms accurately in describing events.</p>
Continuity and Change	<p>Similarities and differences between aspects of my life and in the lives of other people.</p>	<p>Similarities and differences between aspects of my life and in the lives of other people.</p>	<p>Similarities and differences between aspects of life at different times in the past.</p>	<p>Changes in the period studied.</p>	<p>Changes within and between periods and societies.</p>	<p>Links between events, situations, and changes within and between periods and societies.</p>	<p>Trends, links between events, situations, and changes within and between periods and societies over long arcs of time.</p>
Significance	<p>Point out historically important people and changes.</p>	<p>Point out historically important people and changes.</p>	<p>Point out historically important people and changes.</p>	<p>Suggest which people were/are historically important.</p>	<p>Suggest which people and cause and consequences of change are more important.</p>	<p>Explain which causes and consequences are the most significant.</p>	<p>Explain the significance of different causes and consequences.</p>
Evidence and Interpretation	<p>Pick out information about the past from sources such as</p>	<p>Use information from more than one source.</p>	<p>Compare different sources of evidence about a person, object, event or</p>	<p>The usefulness and accuracy of different sources of evidence.</p>	<p>Why there are different accounts and interpretations of the past.</p>	<p>Take account of a range of information, such as audience and purpose, when evaluating its</p>	<p>Take account of a range of information, such as audience and purpose, when and where it was created, when</p>

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	pictures, objects and stories.	Different ways that the past is recorded or represented.	change in history.	Identify primary and secondary sources.	Compare sources of evidence to identify reliable information.	accuracy/usefulness.	evaluating its accuracy/usefulness. Discuss why different arguments and interpretations of the past have been constructed.
Communicating historically	Show ideas through play, talk, drawing, exploring and mark making.	Make labelled drawings, tables, write sentences, speak, use drama and technology to show ideas. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	Present findings about the past using speaking, maths data, ICT, drama and drawing skills. Begin to use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology • cause and consequence 	Use written work to organise my answers, state my conclusions, give reasons for ideas, use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology • cause and consequence 	Use well-rounded written answers and organise with clear conclusions supported by evidence and reasons. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy 	Select, organise and use relevant information to produce structured work making use of appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy 	Select, organise and use relevant information to produce structured work making use of appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy • cause and consequence

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					<ul style="list-style-type: none"> • cause and consequence • trigger 	<ul style="list-style-type: none"> • cause and consequence • trigger 	<ul style="list-style-type: none"> • trigger
Concept threads	diversity culture society	culture society democracy	democracy diversity empire	culture invasion society	invasion empire society	invasion empire diversity	democracy culture society
Key Vocabulary	past present older newer a long time ago yesterday before after last week last year change same next end start beginning middle	past present older newer a long time ago ago recently years decades centuries change continuity primary evidence secondary evidence yesterday museum artefact archaeology	past present older newer a long time ago recently years decades centuries change continuity primary evidence secondary evidence museum artefact archaeology	dates time period era change continuity chronology primary evidence secondary evidence museum artefact archaeology	dates time period era change continuity chronology primary evidence secondary evidence museum artefact archaeology	dates time period era chronology continuity change century decade legacy primary evidence secondary evidence museum artefact archaeology	era chronology continuity change century decade legacy primary evidence secondary evidence museum artefact archaeology
End Points (Outcomes)	ELG: Past and Present Talk about the lives of the people around	Progression Y1 Begin to tell and re-tell a story	Progression by the end of key stage 1 tell and re-tell a story have some grasp of the	Progression Y3 Spotting broad differences in time such as then/now; before/after.	Progression Y4 Some grasp of more complex time terms such as ancient, modern. Detecting continuity.	Progression Y5 Re-telling a story from the viewpoint of somebody involved.	Progression by the end of key stage 2 Grasping that society is more than a series of unrelated activities.

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<p>them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understanding the past through settings, characters and events encountered in books read in class and story telling.</p>	<p>have some grasp of the feelings of others and simple motives, and make comments about the actions and thoughts of others draw some simple conclusions about sources, such as what an artefact was used for ask as well as answer simple historical questions recognise similarities and differences such as here/there and then/nor involving situations, people and events use referencing skills – to find information in topic books or a source distinguish photographs from pictures</p>	<p>feelings of others and simple motives, and make comments about the actions and thoughts of others draw some simple conclusions about sources, such as what an artefact was used for ask as well as answer simple historical questions recognise similarities and differences such as here/there and then/nor involving situations, people and events use referencing skills – to find information in topic books or a source distinguish photographs from pictures</p>	<p>Spotting broad differences in place such as here/there and them/us. Observing quite small details in sources – written, pictorial and artefacts. Producing family trees. Drawing some conclusions about sources. Distinguishing differences in sources such as between a picture and a photograph. Gathering information from two or three sources. Grasping the essentials of a whole story, including the significant events and personalities. Understanding why somebody may have wanted to do something. Understanding what may have</p>	<p>Producing timelines. Sequencing seven or eight objects. Linking cause and effect. Offering a reasonable explanation for some events. Asking a variety of questions. Simple deductions and inferences. Arranging and expressing information in short paragraphs. Making some comparisons across events and periods. Simple evaluation of some evidence. Reading and comprehending a range of sources.</p>	<p>Using period labels. Producing and making use of multi-dimensional timelines. Using timescales when referring to changes. Using new time terms, e.g. contemporary. Matching dates to people and events. Grasping different types of change and how the change has taken place. Using the language of probability when offering reasons and results. Explaining a strange attitude or decision that somebody has made. Showing some grasp of the thoughts and feelings of others. Making inferences about the viewpoints of others.</p>	<p>Detecting change and continuity, and commenting on these, e.g. rates of change, types of change, idea of progress and regress. Expanding usage of dates, periods, eras, including terms such as BC, AD. Sequencing ten objects. Identifying and applying different causes and effects. Analysing the motives of individuals and groups. Explaining the beliefs of others, including some that are conflicting. Using a range of sources in an investigation. Linking aspects of history across a period. Offering comparisons and contrasts across more than one period of history. Engaging in an independent investigation.</p>
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		<p>skills – to find information in topic books or a source distinguish photographs from pictures observe details in pictorial sources produce personal/family timelines showing four-to-five key events in a relationship sequence three-to-four events in a story produce simple family trees use time words.</p>	<p>observe details in pictorial sources produce personal/family timelines showing four-to-five key events in a relationship sequence three-to-four events in a story produce simple family trees use time words.</p>	<p>happened as a result of an event or action. Sequencing five or six objects</p>		<p>Identifying more than one cause and effect for actions. Offering some reasons for different versions of events. Producing accounts of three or four paragraphs. Organising and planning displays.</p>	<p>Checking the accuracy of depictions and interpretations. Producing accounts of four or five paragraphs, including sub-headings.</p>
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Key Vocabulary – Topic specific	Baby Photography Young Old Growing Taller Dinosaur Mary Anning Fossil Dig Traditional Tale Queen Castle	King James Guy Fawkes Gunpowder Plot Religion Catholics Protestants Toys Playing Modern technology Electronic toys Non- electronic toys Food store cook transport connected world	Reign Parliament Monarchy Conspiracy Tyranny Civil war Invasion Population Capital Empire Legion Settlement Britannia Abbey Tribe mayor alliance bakery navy extinguished cathedral diary landmark church	Extant Extinct Palaeolithic era Mesolithic era Neolithic New/Middle/Old Stone Age Archaeology Artefacts Flint Skara Brae Hunter-gatherer Agriculture Celts Hillforts Stonehenge Ring of Brodgar druids	Empire Conquer Julius Caesar Politician Commander Legion Excavation Claudius Rome Army Baths Forum Amphitheatre City walls Icenii Boudicca Londinium Verulamium Latin Pharaoh Irrigation Kingdom Vizier Artisans Hieroglyphs Inundation Papyrus Akhet Peret Shemu Underword Archaeologist Afterlife plunder	Conflict Invasion Western Front Balkans Europe Nationalism Militarism Imperialism Empire Prussia Annexe Alsace-Lorraine Colonise Austria-Hungary Bismarck Alliance Triple-Alliance Sir Edward Grey Archduke Franz Ferdinand Battle of the Somme Artillery Treaty of Versailles Scandanavia Longship Danes Valhalla Invasion Raids Berserkers Religious institutions Conquer Fort Treaty Outlaw Holmgang	Government polis Democracy Archaeologist Fresco Historian Polytheism Invasion Statesmen Architecture Trireme Constitution Assembly Council Vote Philosophy Debate Academy Peninsula Oligarchy Tyranny Ally Legacy Conquest Chinese Ruler Yellow River Oracle bones Chen Tang Emperor Mandate of Heaven Drought Silt Fertile Working class Noble class Monotheism Polytheist Imperial cult
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						<p>Duel Territory Reign fortification Thing Rival retreat</p>	<p>Collapse Military Political Economic Stratified system</p>
Enrichment	<p>Visit ancient sites, such as castles</p>	<p>Toy/ food Artefacts</p> <p>Horsehay Steam Trust</p>	<p>Nurse visit</p> <p>Ironbridge Museum</p>	<p>Stone Age Experience/museum artefacts</p>	<p>Egyptian visitor/museum artefacts Wroxeter/Chester visit</p>	<p>Greek/ Viking visitor/artefacts Ironbridge Museum Cinderloo project</p>	<p>The Edge, Much Wenlock Gas Gallery Museum visit</p>
Reading and storytelling across History	 	 	 <p>The Great Fire of London</p> 	 	 	<p>The Vikings</p> 	

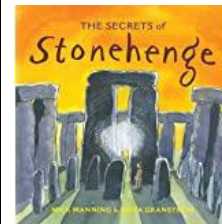
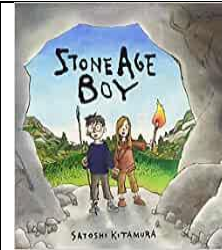
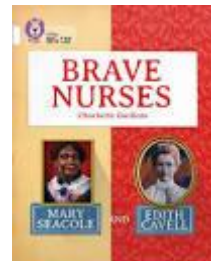
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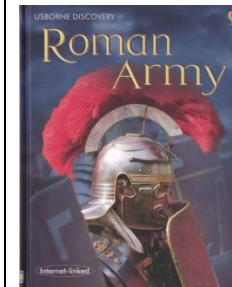
Early Years

If All The World were... Joseph Coelho & Allison Colpoys – Grandpa/Grand daughter relationship
 The Very Hungry Caterpillar – Eric Carle – days of the week
 The Little Nut Tree – Sally Gardner – story from the song
 Mockingbird – Allan Ahlberg
 Paul Howard –

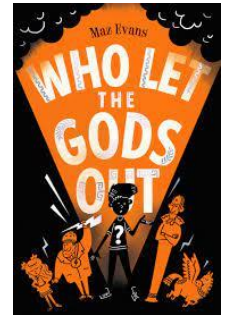
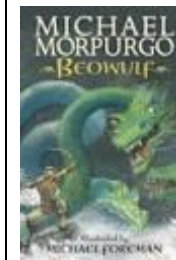
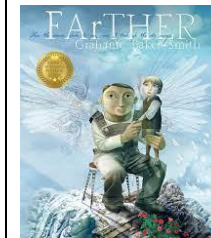
Toys from the Past



The Egyptians



War



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	<p>story of the song Peepo – Alan & Janet Ahlberg – illustrations set in 1940s</p>						
<p>Further Reading</p>	<p><u>Compilations/Non-Fiction</u> Queens – Victoria Crossman The History of the African & Caribbean Communities in Britain – Hakim Adi In the Beginning – Brian Delf & Richard Platt – Visual History of almost everything A Street Through Time – Dr Anne Millard Story of the Nile – Dr Anne Millard Sir Francis Drake and his daring Deeds – Andrew Donkin Horrible Histories – Frightful First World War – Terry Deary Horrible Histories – Savage Stone Age – Terry Deary</p> <p>Horrible Histories – The Blitzed Brits – Terry Deary</p> <p><u>Key Stage 1</u> The Quilt – Valeriane Leblond – moving to America A House that Once Was – Julie Fogliano/Lane Smith Joe and the Camera – Sue Fox (Carlisle- local History) Katie and the Floods – Sue Fox (Carlisle Floods) The Dam – David Almond – Building of Kielder reservoir Coming to England – Floella Benjamin – true story of her Windrush immigration to England The Sandal Tony Bradman/Philippe Dupasquier – Roman child loses a sandal which ends up in a museum The True Story of the 3 Little Pigs – Jon Scieszka – illustration of bias in presentations Freedom Summer – Deborah Wiles – 1964 South America – Greyfriars Bobby – Ruth Brown – picture book of the statue’s story Escape From Pompeii – Christina Balit – picture book of the event Badger’s Parting Gifts – Susan Varley – Badger knows he is dying so arranges gifts for his friends When the Teddy Bears Came – Martin Waddell – arrival of a new sibling Grandpa Bodley and the Photographs – Caroline Castle/Peter Bowman The Toymaker – Martin Waddell – Grandma takes her grandchild back to the shop her father ran Granpa – John Burningham – relationship between a child and her Grandpa Joe and the Window – Sue Fox – set in Carlisle Refuge – Anne Booth /Sam Usher – story of Jesus retold as a refugee Wilfred Gordon McDonald Partridge – Mem Fox- using artefacts to trigger memories Grandfather’s Pencil and the Room full of Stories – Michael Foreman – story of the pencil</p>						

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Tilda's Seeds – Melanie Eclare – chronological ordering/seasons

Angel and the Box of Time – Michael Foreman

Old Bear – Jane Hissey

Myths & Legends

Gelert the Brave – Barrie Wade – Welsh Myth

Merlin the Wizard retold by Ann Lawrence

Lucy & Tom go to school – Shirley Hughes – significant event in child's life – illustrations @ 60s.

When I was a Baby – Catherine Anholt

On Friday Something Funny Happened – John Prater – days of the week

Arthur High King of Britain Michael Morpurgo

Dragonslayer – Beowulf – Rosemary Sutcliffe

Significant People:

Ada Byron Lovelace and the Thinking Machine – Laurie Wallmark

I Am not a Label – Cerrie Burnell - Significant people with disabilities.

Travelling Man – The Journey of Ibn Battuta 1325-1354 – James Rumford

The Fossil Girl – Catherine Brighton – story of Mary Anning

Martha's Quilt for Queen Victoria – Kyra E Hicks

Key Stage 2

Stone Age to Iron Age

The Boy with the Bronze Axe – Kathleen Fidler

Romans

The Eagle of the Ninth – Rosemary Sutcliffe- Ninth legion marches north and disappears

The Silver Branch – Rosemary Sutcliffe

The Roman Mysteries – The Pirates of Pompeii – Caroline Lawrence

The Roman Mysteries – The Thieves of Ostia – Caroline Lawrence

The Lantern Bearers – Rosemary Sutcliffe

1066

Greyback – Eleanor Watkins

Victorians

The Secret Garden – Frances Hodgson Burnett – good depiction of attitudes tpo disability and upstairs/downstairs

Little Women - Louisa M Alcott

My Story – The Sweep's Boy – Jim Eldridge (local author)

My Story – Victorian Workhouse – Pamela Oldfield

My Story – Mill Girl – Sue Reid

Street Child – Berlie Doherty

World War I

Little Manfred – Michael Morpurgo – story behind a carved wooden dachshund in IWM

War Horse – Michael Morpurgo

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	<p>A Medal for Leroy- Michael Morpugo Poppy Field – Michael Morpurgo – why we have poppies as a symbol of remembrance Song for Will – Michael Morpurgo – The Lost Gardners of Heligan The Christmas Truce – Hilary Robinson – picture book Flo of the Somme – Hilary Robinson – picture book Peace Lily – Hilary Robinson Where the Poppies Now Grow – Hilary Robinson – picture book Memorial – Gary Crew/Shawn Tan – a memorial tree in a village is getting in the way The Christmas Truce – Carol Ann Duffy – small picture book but KS2 language The Best Christmas Present in the World – Michael Morpurgo – picture book My Story – Flying Ace Jack Fairfax – Jim Elridge (Local) Natasha’s Will – Joan Lingard – WWI in Russia</p> <p><u>Refugees</u> Stepping Stones – Mafgriet Ruurs One Green Apple – Eve Bunting</p> <p><u>Ancient Egyptians</u> Ma’at’s Feather – Juliet Desailly (+ teacher’s notes) Story of the Nile – Dr Anne Millard</p> <p><u>Islam/Baghdad</u> A Single Pebble – A story of the Silk Road – Bonnie Christensen Travelling Man – The Journey of Ibn Battuta 1325-1354 – James Rumford</p> <p><u>Diversity and Inclusion</u> Black and British – David Olusoga – A short, essential history I Am not a Label – Cerrie Burnell – Significant people with disabilities.</p>						
<p>Diversity in history</p>	<p>Understand our country has a diverse population.</p> <p>Picture Books Red by Michael Jerome By heart by Thomas Scotto</p>	<p>Similarities and some differences between the ways if life of different people living at the time.</p>	<p>Similarities and some differences between people, events and beliefs. Understand our country has a diverse population.</p>	<p>Similarities and differences between some people, events and beliefs.</p> <p>Society– discrimination, turning points, societal roles</p>	<p>Similarities and differences in society and culture and religion in Britain at local and national levels.</p> <p>Understand our country has a diverse population.</p>	<p>Similarities and differences in society and culture and religion in Britain at the wider world.</p> <p>How trade and war leads to the migration of</p>	<p>Similarities and differences in experiences and ideas, beliefs and attitudes of men, women and child in past societies.</p> <p>Understand our country has a diverse population.</p>

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	<p>Hello by Oliver Tallec Sailor by Ingrid Godon and Andre Sollie The great big book of families by Mary Hoffman and Ros Asquith Emmett and Caleb by Karen Hottois What Wesley wore by Samuel Langley-Swain</p>	<p>Celebrate achievements (although not just civil rights) Rosa Parks</p> <p>Culture – what is valued.</p> <p>Journeys- histories of different people in the community.</p>	<p>Tudors – trade routes/ black migrants. The role of Tudor women.</p> <p>Empire(s) Industrialisation links to migration patterns. Include local people's histories when discussing towns.</p>	<p>Culture – what is valued</p>	<p>Movement of people How trade and war leads to the migration of people.</p> <p>Empire(s)</p>	<p>people. Displacement of children.</p> <p>Movement of people Industrialisation links to migration patterns.</p> <p>Empire(s) – Victorian imperialism</p> <p>The role of Viking women.</p> <p>Walter Tull – First World War</p>	<p>Movement of people -How trade and war leads to the migration of people.</p> <p>Empire(s)</p>
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