



**Subject Intent:**

Pupils leave Sandfield Primary School knowing about people who have lived in the past and how their activities have influenced our lives in the world today.

**Skills Progression and Knowledge in History**

Skills	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>1. Chronological Knowledge and Understanding</b>	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time Sequence pictures / photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BCE /CE & BC/AD	Know and sequence key events of time studied Use relevant vocabulary and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
<b>2. Historical Enquiry, using evidence and communicating ideas</b>	Find answers to simple questions about the past from sources of information e.g. objects, artefacts diaries, letters,	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in the past Ask a variety of questions Use the library and internet for	Identify and begin to use primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise and use primary and secondary sources Use a range of sources to find out about an aspect of the past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account

				research		Confidently use the library and internet for research
<b>3. Interpretations of history</b>	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc.	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions
<b>Historical knowledge vocabulary</b>	ancient century date order decade different drawing grandparent's time homes important invention living memory long ago material mechanical memories modern older generation photograph plastic remembers similar simple	all of previous year group plus  artefacts detective era evidence experts historians impact investigate Kings letters memorial newspapers opinion order research time order time period websites why?	all of previous year group plus  anachronism archaeologist archaeology army / soldiers BC / AD BCE / CE Change chronological order civilization colony conquest continuity effects empire first hand evidence impact importance invasion inventions	all of previous year group plus  achievements causes consequences conversion culture democracy historian infer kingdoms migration millennium primary sources reputation settlement settlers suggest	all of previous year group plus  agriculture consequences different experiences execution eye witness first civilizations impression industry legislation millennium monarchy nation reformers reliable significance turning point weigh up both sides	all of previous year group plus  attitudes biased democracy diversity extent of change motive one sided propaganda reliability stereotype suffrage traditional view

	timeline toys what? when? where? wood year		legacy millennium museum myths and legends nomad / nomadic oral history outpost religion republic resistance resources revolt second hand evidence thousands of years			
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<b>Key Units:</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>	
<b>Cycle 1</b>	Victorian Britain Toys and Schools Great Fire of London	Stone Age to Iron Age Ancient Civilisations Ancient Egypt	Guildford and World War 2 Crime and Punishment
<b>Cycle 2</b>	Sinking of the Titanic People who have impacted the world Seaside	Roman Britain	Anglo Saxons and Vikings