

KOP Progression documents.

Subject: History

FS framework - ages and stages

Year 7 - national curriculum for KS3

Year group	Progression of skills	Progression in knowledge	Key vocabulary and essential experiences
Pre school	Begin to use the vocabulary of time-order events in their day.	Become aware of vocabulary of time during the day	When Now. next, later, before, after
Nursery	Begin to use the vocabulary of time-order events in their day.	Become aware of vocabulary of time during the day	When Now. next, later, before, after.
Reception	Use the vocabulary of time to describe changes, eg “when I was a baby I could not... but now I can...” Look at photographs of ourselves as babies and observe changes.	Show awareness of the passing of time and what changes might result. Begin to show awareness of seasonal changes.	When Past, present. compare now then.
Year 1 Great Fire of London	Use simple vocabulary relating to the passing of time such as ‘before’ after’, ‘past’, ‘present’, ‘then and ‘now’. Place events and objects in chronological order Identify differences and similarities between past and present Ask and answer questions about the past, making simple observations from historical sources Distinguish between fact and fiction. Communicate ideas using simple sentences Recount events from the past.	Chronological order - days of the week, key events in our lives. Understand that the GFOL occurred in 1666- long before living memory. Know how London was different then from today. Give different reasons that the fire spread so fast. Samuel Pepys (and others) witnessed the GFOL and wrote about it.	Wood , thatch diary , bakery eyewitness chronological order Museum of London GF gallery/ theatre visit.
Year 2 Transport	Use a range of terms connected with the passing of time Place a range of events and objects in chronological order Describe differences and similarities between past and present.	Chronological order - years within a century, a century is a 100 years and can be counted in order. That certain inventions changed transport over time (bicycle, aeroplane)	Invention, innovation, technology biography, chronological order, transport,

<p>The Kings of Kingston</p>	<p>Recognise why people did things and why events happen</p> <p>Ask and answer questions about the past</p> <p>Use a range of sources to find out about the past, e.g. stories, eye-witness accounts, pictures and photographs, artefacts.</p> <p>Begin to select, and organise information.</p> <p>Communicate ideas using relevant vocabulary and detail</p> <p>Describe some of the main events and people studied</p> <p>Events beyond living memory that are significant nationally or globally [the first aeroplane flight]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements [King Athelstan]</p> <p>Comparison of aspects of life in different different periods [King Athelstan and Queen Elizabeth II]</p> <p>Significant historical events, people and places in their own locality [coronation of Saxon kings in Kingston].</p>	<p>That these inventions had a major impact on the lives of people in the past and now.</p> <p>That certain key figures played important roles in change- the Wright brothers, Amelia Earheart, King Athelstan</p> <p>Definition of a monarch and a kingdom</p> <p>That Queen Elizabeth II is our current monarch and that King Athelstan was the first 'true king of all England'</p> <p>That seven Saxon kings were crowned in Kingston</p> <p>The main differences between Kingston now and 1000 years ago</p> <p>That the role of monarch has changed over time</p> <p>That Kingston is important in the history of the Saxon kings</p>	<p>exploration, monarchy, kingdom, local, Significance, Saxon, Wessex, Mercia.</p> <p>Brooklands museum visit</p> <p>Trip to the Kings' Stone in Kingston</p>
<p>Year 3</p> <p>How Rough was the Stone Age?</p> <p>Invaders and Settlers</p>	<p>Use dates and vocabulary relating to the passing of time, for example: ancient, modern, BC/BCE, century.</p> <p>Place events in chronological order recognising that the past can be divided into different periods of time</p> <p>Recognise similarities and differences between periods of time</p> <p>Begin to give reasons for and results of the main events and changes</p> <p>.Ask historical questions and respond using evidence to support answers.</p> <p>Use a range of sources, including ICT-based sources, e.g. documents, CD-ROMS, databases, music, historic buildings etc)</p> <p>Select, organise and record information relevant to the enquiry.</p> <p>Communicate ideas in a variety of ways, including paragraphs and diagrams</p>	<p>Chronology- key events in order, from the Ice Age to the Vikings.</p> <p>Use of CE/BCE dating system.</p> <p>That the earliest people in Britain were (semi) nomadic hunter gatherers.</p> <p>That the adoption of farming c4000BCE was a hugely important change- fixed settlements, growing population, domestication of crops and animals.</p> <p>That the village of Skara Brae in Orkney provides important evidence for Neolithic life.</p> <p>To recognise CE/BCE dates and use them on a timeline.</p> <p>To know who the invaders were and where they came from in Europe.</p> <p>To understand what is meant by an Empire.</p>	<p>Nomadic, hunter-gatherer, flint agriculture, settlement. domestication</p> <p>Museum of London- London before London gallery.</p> <p>Empire migrant/ migration. invasion/invader, settler, conquest,</p>

	<p>Identify a range of different ways in which the past is represented.</p> <p>Demonstrate knowledge of some of the main events, people and changes from the period studied.</p>	<p>To give different reasons why the invaders came to Britain was so successful.</p> <p>To know how and why some key figures resisted invasion rule (Boudicca).</p> <p>To understand the impact and legacy of the invaders on the landscape and culture of Britain.</p>	<p>resistance, Literacy.</p> <p>Museum of London- London before London gallery.</p>
<p>Year 4 Children in Victorian Britain.</p>	<p>Use dates and vocabulary relating to the passing of time, for example: ancient, modern, BC, AD century and decade</p> <p>Place events in chronological order recognising that the past can be divided into different periods of time</p> <p>Recognise similarities and differences between periods of time</p> <p>Begin to give reasons for and results of the main events and changes</p> <p>Ask historical questions and respond using evidence to support answers.</p> <p>Use a range of sources, including ICT-based sources, e.g. documents, CD-ROMS, databases, music, historic buildings etc)</p> <p>Select, organise and record information relevant to the enquiry.</p> <p>Begin to consider the provenance of sources (who, why, when, where.)</p> <p>Communicate ideas in a variety of ways, including paragraphs and diagrams</p> <p>Identify of range of different ways in which the past is represented.</p> <p>Demonstrate a deeper level of knowledge of the main events, people and changes from the period studied.</p>	<p>Chronology- timeline of key events of the Victorian age, including Thomas Barnado's life.</p> <p>Know that there were a variety of factors causing overcrowding and poverty in Victorian cities, including migration from the countryside to the towns.</p> <p>That there were corresponding factors leading to high rates of homelessness and mortality, especially among children.</p> <p>That the workhouse was a place that many feared - why?</p> <p>That some wealthy Victorians saw philanthropy as an important responsibility.</p> <p>That Thomas Barnardo made an important difference to the lives of Victorian street children.</p>	<p>rural/urban</p> <p>workhouse, Industrial revolution, migration, population, overcrowding, sanitation, mortality. Philanthropy</p> <p>Drama workshops (Michael Shilling/ Freshwater theatre)</p> <p>City-state, citizenship, colony, slavery democracy, mythology, legacy</p> <p>Visit to the Ancient Greek galleries at the British Museum.</p>
<p>Ancient Greece</p>		<p>Build a chronology of key events from ancient Greece.</p> <p>To find Greece on a modern European map- compared with map of the ancient Greek world.</p> <p>To understand that ancient Greece was not a unified country but a collection of competing city states</p> <p>To compare contrasting states, e.g Athens and Sparta- why they fought a bitter and destructive war.</p> <p>To understand the meaning of democracy and citizenship in ancient Greece, and how they compare with modern ideas.</p>	

		<p>To recognise that slavery was an accepted part of life in Ancient Greece- contrast with democracy.</p> <p>To know about the religion of ancient Greece and its mythology.</p> <p>To know about the ancient Olympic games and compare them with the modern version.</p> <p>To understand why ancient Greece still matters today.</p>	
<p>Year 5</p> <p>Tudor England</p>	<p>Make appropriate use of dates & terms</p> <p>Place events, people and changes into correct periods of time.</p> <p>Describe characteristic features of past societies and periods</p> <p>Recognise social, cultural, religious and ethnic diversity of societies.</p> <p>Identify and describe reasons for, results and effects of historical events, situations and developments.</p> <p>Begin to make connection between events and changes, short and long-term causes.</p> <p>Ask relevant historical questions and respond using a range of evidence.</p> <p>Select and combine information from historical sources to support an historical enquiry.</p> <p>Begin to consider the reliability of the evidence</p> <p>Begin to produce structured work, select & organising information.</p> <p>Communicate ideas in a variety of ways, including writing at length.</p> <p>Show how some aspects of the past have been represented and consider how interpretations reflect the circumstances in which they are made, the evidence available and the intentions of the those who make them, (e.g. writers, historians, film-makers.)</p> <p>Describe and explain some of the main events and changes from the period studied.</p>	<p>Build a chronology- sequence of the Tudor monarchs and their dates- what was important about each one?</p> <p>Background to the establishment of the Tudor dynasty- who was Henry Tudor? How did he become king.</p> <p>Contrast the direct power of Tudor monarchs with that of our present monarchy.</p> <p>What religious changes occurred from Henry VIII's reign onwards?</p> <p>Understand Catholicism vs Protestantism.</p> <p>What were the practical effects of these changes?(Dissolution of the monasteries)</p> <p>How and why did overseas exploration become so important in the Tudor age?</p> <p>What key discoveries were made?</p> <p>Key figures- Drake and Raleigh.</p> <p>Cultural significance of the age- William Shakespeare and the importance of Elizabethan theatre.</p>	<p>Monarchy, dynasty, reign, rule, belief</p> <p>Catholic vs Protestant.</p> <p>Treason, exploration, theatre.</p> <p>Hampton Court Palace visit.</p>
<p>Ancient Egypt.</p>		<p>Chronology- how does AE relate to the rest of the History curriculum?</p> <p>Chronology of Ancient Egypt, Early Middle and late Kingdoms.</p> <p>Study maps of ancient Egypt- why was the River Nile of central</p>	<p>British Museum visit- Ancient Egypt galleries</p>

		<p>importance? What do we notice about the cities and settlements of AE? Why and how were the Pyramids of Giza created? What do they tell us about society in AE? When and how was the tomb of Tutankhemen discovered? What do the contents tell us about the beliefs of AE and the role of the Pharaohs? How did mummification work? Why was it so important to the people of AE?</p>	
<p>Year 6 Children's experience in WW2 Poland</p>	<p>Make appropriate use of dates & terms Place events, people and changes into correct periods of time. Describe characteristic features of past societies and periods Recognise social, cultural, religious and ethnic diversity of societies. Identify and describe reasons for, results and effects of historical events, situations and developments. Begin to make connection between events and changes, short and long-term causes. Ask relevant historical questions and respond using a range of evidence. Select and combine information from historical sources to support an historical enquiry. Begin to consider the reliability of the evidence Begin to produce structured work, select & organising information. Communicate ideas in a variety of ways, including writing at length.</p> <p>Show how some aspects of the past have been represented and consider how interpretations reflect the circumstances in which they are made, the evidence available and the intentions of the those who make them, (e.g. writers, historians, film-makers.)</p> <p>Describe and explain some of the main events and changes from the period studied.</p> <p>Recognise importance of biased sources- examples of Nazi propaganda, especially ant-Jewish.</p>	<p>Build a chronology of WW2 in Europe- key events of 1939-45. Background to WW2-How did the Nazi party come to power in Gemany? What were their objectives? Understand why people might have chosen to vote for such a Party. Know the Geography of Europe in 1939 and how the borders had been drawn twenty years earlier. How and why was Germany able to conquer Poland in three weeks? (Use of tanks en masse, dive-bombers, radio for communication) Know how life changed dramatically for Polish people in general and for Jews in particular. Understand the challenges of life in the ghettos of occupied Poland. Know what is meant by terms such as Holocaust and Final Solution. Recognise that some Jewish and non-jewish poles did attempt to resist in a variety of ways.</p>	<p>Nationalism, racism. blitzkrieg ghetto. Propaganda Discrimination Genocide Holocaust Final solution. Resistance.</p> <p>Visit to the IWM's Holcoust & WW2 galleries.</p>

<p>Year 7 (Y6 AGT)</p>	<ul style="list-style-type: none"> ● Begin to recognise & describe the different experiences, ideas, beliefs and attitudes of men, women and children in past societies ● Begin to recognise and describe change & continuity. ● Begin to understand connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history ● Begin to suggest your own enquiry questions when investigating historical problems & issues. ● Begin to evaluate / weigh up historical sources to find evidence for an enquiry. ● Begin to recognise why some events, people & changes might be judged as more historically significant than others <p>Suggest reasons for different interpretations of the past.</p>		