St Mark's Primary School

History skills, knowledge, vocabulary R-Y6 Long term Plan

Our History rationale

History at Primary school level helps children to gain knowledge and understanding of Britain and the wider world's past. Children build upon their understanding of change and can understand how significant people have helped to shape Britain and indeed the wider world today. History allows children to develop critical thinking and ask perceptive questions guided by high quality teaching. Children are taught to evaluate evidence and recognise different people's views and acknowledge why some sources may be more persuasive eg propaganda in the war. At St Mark's we believe that history should be taught chronologically within year groups. This allows the children to develop a sense of chronology and understand where each period of time in history are positioned on a timeline in relation to each other. Through teaching local history and local significant people, it allows the children to develop an appreciation of our locality and the rich history that it provides. Natural links are made between British values and discussions take place that guide children to become a good UK and global citizen.

Progression of knowledge and skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronology and terminology	UTW new EYFS **FOCUS: Historical vocabulary / changes linked to growth** Develop a wide vocabulary of historical terms, such as: a long time ago, when I was younger, last year Order how people grow using first, next, last - first you are a baby then you are a child and then you grow into an adult Children use phrases related to the past such as yesterday, last week, on my last birthday, last Christmas, past	**Focus: Sequence 3-4 events or artefact on a timeline** Sequence in chronological order at least 3-4 -events/artefacts/pictures (How toys and homes have changed throughout history) -events within the last 100 years using terms first, next, last (most recently (How toys and homes have changed throughout history) -events within the lives of significant individuals (Lady Mary Bankes- Corfe Castle) Use words: decade, century, memories, date, order, correctly in the context.	**Focus: Timeline: events that led up to a significant event (cause and consequence)** Sequence at least **3** artefacts and events from the same historical event. **(**Eg how the Titanic came to sink, artefacts from WW1) Put the key events in and the current year on a timeline that counts up in 100s of years. (Titanic/ WW1)) Introduce BC (Beginning with the stone age which is prehistoric) Introduce BC-AD Use words: different and similar significant, investigate, research, impact, memorial and evidence correctly	**Focus: Timeline over a long period. Introduce BC. Timelines that span BC-AD** Sequence events that have been previously studied (Corfe Castle, Great Fire of London, Titanic etc explain that these events are all AD) Use a timeline to place 5 significant events of this period in order, count in 1000s of years. Understand that timelines can go back a long way into the past. Introduce the term BC and use this to help plot a timeline (Topics studied in KS1) . Understand that when plotting BC dates, the smaller the number, the more recent the event. Understand that timelines are divided into BC and AD with 0 marking the birth of Jesus Use words: effects, importance and significance, BC and AD Compare places on timelines and the events that occurred in these places (The Vikings in Scandinavia and the Anglo-Saxon's in Britain) Use words: comparison	**Focus: Overview of chronology of different time periods studied (to include Ancients) Continuous timeline of British history** **Focus: Develop concurrent timelines (happening at the same time in 2 different places) See how events in one place influenced the other eg how Ancient Rome impacted on Ancient Egypt (Cleopatra & Caesar)** Place time periods studied in order on a timeline, counting in 1000s of years. (Ancient civilisations) Place periods of British history on a continuous timeline (Stone age/Iron age - Romans- Anglo-Saxons - Ancient Egypt- Ancient Greece) Use words impact, change, continuity, ancient and consequences	**Focus: To use timelines to show cause and consequence over a time period** e.g. how technological developments in Victorian times brought about other changes	**Focus: To use timelines to show cause and consequence over a time period** Use timelines to sequence changes in events and international events- Changes across Nazi Germany and comparing these to what was happening in Britain). (WW2 and locality) Use words: cause, consequence, sequence **Gain an understanding of how crime and punishment has developed from the Anglo-saxons until modern day. Significant person- Sir Robert Peel and the invention of the police force.**
Historical enquiry and Interpreting history	**Focus: History is a study of what has already happened (the past).** -What we remember is the past (history) Use words and phrases: yesterday, last week, on my last birthday, last Christmas, past, memory	**Focus: Use a primary source to find out about the past** **All units;** Know that a primary source is something that existed at the time Use different sources to find out about the past -pictures -photos -artefacts	**Focus: Identify the usefulness of a source** **All units;** Compare 2 sources of the same event and identify the differences eg propaganda from WWI. Say which source they think is the most useful to extract information Communicate understanding of the past in a variety of ways. - labelled	**FOCUS: Extract evidence from different sources. Introduce points of view in sources.** **All units;** Draw across a wider variety of sources (more than 2 Y2) to identify the most useful one. (All units) Be able to extract evidence from a range of sources to build an understanding of life / changes within given time period. (a map of Stonehenge or Skara Brae, cave	**FOCUS: Secondary and primary sources** **All units;** **Understand the difference between primary and secondary sources** *Know that secondary sources are something that are created by someone who has not lived through the time/ event that is being discussed* *-Use secondary sources*	**FOCUS: Introduction of motive behind a source (Authorial intent)** -Know that material produced at the time (that then becomes a primary source) can be produced to create a particular feeling / mood or present a specific view (e.g. the Tudor's change from Cathlocism to church of England after his divorce from Catherine of Argon)	**FOCUS: Using sources to formulate their own conclusion about the past** Discuss and evaluate how useful different sources are, drawing on -the balance of fact an opinion -possible motive of the author -what information about the past can be extracted from the source -what is still unknown

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		-eye witness testimony (visitors discussing what they remember) Ask and answer a simple question (what was it like, when, what happened) about the past using artefacts, pictures or information from an eyewitness. Use words and phrases: witness, source, historical, artefact	pictures, writing in role, sequencing of key events, written descriptions Use words and phrases **historical, witness, artefact and** primary source,	drawings to show how people interact, burial sites to show religious beliefs – all of these work to build up an overall understanding). Compare 2 sources of the same event and identify the differences. (Y2) Identify why 2 sources of the same event may be different (no writing systems in place during the stone age- stories told through drawings etc/ Anglo Saxon and Viking struggle for power) Use words and phrases Primary, artefact, interpret, opinion	*-books* *-articles* **Use sources to answer specific questions.** Compare different sources and discuss why they might be different (eyewitness or secondary) Suggest possible sources to help answer questions and research the answers to these questions Use words and phrases primary and secondary source, article, infer	-Give reasons why sources are presented in these ways. E.g. (misinformation, partial knowledge of the event, bias views) -Identify the difference between fact and opinion in a source -Answer questions that require drawing information across multiple sources Use words and phrases: this source suggests, to weigh up both sides, this source shows/does not show, reliable, motive	Form own opinions about the past and use available sources to support their answer Come up with historically significant questions to explore the past further. How can the viewpoint differ from one person to another? - Are there any other events similar to this? - What is similar or difference about two historical events and why is this so? Use words and phrases: I can infer that, the purpose, one sided, extent of change, reliability, biased, the source omits to mention and my conclusion is that correctly in context
Continuity and change Causes and consequences	**Focus: Understand that the past is different to life today** -To be able to understand that our life is very different to our grandparents/ great grandparents life (Marvellous me) eg how much technology has changed -Understand how medicines have become much more advanced and can help people that are poorly (People who help us Florence Nightingale)	**Focus: Understand basic cause and effect (people)** -To be able to say how the actions of significant people created change e.g. (How the fire service has changed GFOL) -Suggest why people in the past acted as they did. E.g. Why lady Mary Bankes defended the castle	**Focus: Understand basic cause and effect (events and people)** -Understand basic cause and effect that led up an event e.g. why the Titanic came to sink and have so many casualties -Suggest why an individual acted as they did, and say why they think that e.g. why women and children were the first to go into the lifeboats Suggest why an individual acted as they did, and say why they think that e.g. why did the explorers make their journeys.	**Focus: How life has changed over time, how an individual can influence a significant series of events (Leif Eriksson landing in North America/ Naddodd discovering Iceland)** Identify and give reasons for historical events, situations and changes (Viking raids) Identify things in the past that altered the landscape (Skara Brae or Stonehenge)	**Focus: Why groups of people / countries acted the way they did (e.g. invasion, settlement)** -Identify similarities and differences between similar periods of history in different places (Ancient Egypt / The Romans) -Summarise why individuals or countries acted the way they did (drawing on different sources) (Spartans at the Battle of Marathon and Ephialtes at The Battle of Thermopylae / invasion & settlement)	**Focus: Why groups of people / countries acted the way they did (Y4) and the impact of these actions on other events in this period** -Identify why certain events happened and then evaluate the impact of them (the Tudor's change from Catholicism to church of England after his divorce from Catherine of Argon & The industrial revolution in Victorian times) -Evaluate the positive and negative impact of event (eg: (the Tudor's change from Catholicism to church of England after his divorce from Catherine of Argon & Industrial revolution in Victorian times)	**Focus: Develop an opinion on if an event is positive or negative** e.g. Evaluate the positive and negative impact of events on Britain and the world (impact of WW2 financial burden on countries and life in Britain after the war) or Summarise the overall impact of time periods on life today e.g. what might the world look like today had Hitler succeeded? Compare and contrast different politics, attitudes and beliefs of people in the same time but different places in the past (Compare dictatorship with Democracy in Germany and Britain) -Develop an overview of how society / everyday life / culture / beliefs have changed over time and how some of these still impact lives today (e.g. the establishment of the police force and creation of prisons)

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Similarities and differences	**Focus: Identify similarities and differences of people and objects and how things change over time** -Baby photos to show how individuals and clothing change (Marvellous me) -Emergency service vehicles - discuss similarities and differences (people who help us)	**Focus: Identify changes through studying different artefact and sources** Identify similarities and differences between two artefacts from different times e.g. -artefacts from their lives and their parents'/grandparents' lives. -toys -homes Recognise some things repeat and some change. E.g. some toys that have remained the same and compared with new technologies	**Focus: Identify changes as a result of significant events / technological & scientific developments eg what safety features are now onboard boats/ cruise ships** Compare aspects of life in different times e.g explorers then and now- link to technologies that are now available eg spacecraft Amelia Earhart The Wright Brothers Harry Paye: -To know that pirates are people who attack and rob ships at sea. **-To know that Harry Paye was a pirate and an adventurer.** -To know that Harry Paye was born in 1360 and died in 1419. **-To know that Harry Paye lived in Poole.** **-To know that Harry Paye sailed far and wide in search of treasure and glory.** -To know that Harry Paye intercepted hundreds of French and Spanish ships, in the waters off the Dorset coast, in pursuit of their precious cargo, which he brought back to the people of Poole.	**Focus: Identify similarities and differences between periods of history** Describe some of the similarities and differences between different time periods - The Stone Age and the Iron Age, e.g. social, belief, tools, types of settlement. -Stone Age and Ancient Mayans (settlements, beliefs, tools, daily life) -Ancient Mayans and Stone Age/Iron Age, e.g. beliefs and burials/ sacrifices	**Focus: Give reasons for similarities and differences** Describe some of the similarities and differences and give reasons for these changes occurring -Areas of Greece (people, democracy, clothing etc In Athens and Sparta) -The Romans and Ancient Greece (settlements, gods , beliefs etc) **Identify similarities and differences between periods of history (The Mayan temples and beliefs)**	**Focus: Compare and contrast attitudes and beliefs and give reasons for differences** Compare and contrast different politics, attitudes and beliefs of people in the same time but different places in the past Tudors and the change in law for religion -the implications for practising Catholicism, rebellions across the country Different classes of people at the same time eg the difference between the working class and the rich in Victorian times	**Focus: Identify similarities and differences between life within the same place for different people** -urban and rural places during WW2 - bombing/ air raid shelters - rationing -refugees moving from urban cities to the countryside (link with local study work)
Significance	**Focus: Know that people can be significant in history because what they do has an impact on the world** **Eg:** - Mary Anning's discovery of fossils in Lyme Regis, Grace Darling and the RNLI.	**Focus: Identify the main reason that these significant people are remembered now** **Eg:** -how houses materials have changed and the fire service after the GFOL	**Focus: Say why a person or event is significant and remembered** e.g. Why do we commemorate remembrance day	**Focus: Identify the impact of a significant person or time period on future events** **e.g.** the Viking raids on Britain Leif Erikson and Aethelflaed.	**Focus: Identify the impact of a significant person or event on future events/ways of life/beliefs** e.g. Roman roads that are still visible today. e.g. Philosophers like Socrates and Aristotle, The Olympic games that are still being held today.	**Focus: Give reasons why smaller events are seen to be significant in the overall outcome of a wider event** e.g. -How Henry VIII getting divorced led to the change from Catholicism to Church of England and the break from Rome.	**Focus: Identify the overall impact of a time period (WWII) on British history** Eg: -Focus on the special relationship that still exists with America -the implications for if the Nazi's had succeeded
Vocab	Yesterday Last week On my last birthday Last Christmas Past A long time ago Millions of years ago	Decade Century Memories Date order Witness Source Historical Arterfact	Different Similar Significant Investigate Research Impact Memorial Evidence Historical witness Artefact Primary source	Effects Importance Significance BC/AD Primary Artefact Interpret Opinion	Primary source Secondary source Article Infer Impact Change Continuity Ancient Consequences	Comparison This source suggests…. To weigh up both sides This source shows/ does not show reliable motive	Cause Consequence Sequence Locality conclude Formulate Evaluate Motive Extract Opinions Reliability Bias