

Grayrigg CE Primary School Skill Progression for History

Rolling Program of Topics	Autumn	Spring	Summer
THE ACORNS - Years 1 & 2			
YEAR A	Famous person Change over time (Hobbies)	Change over time (Toys)	Titanic Change over time (Holidays)
	Children will learn about change over time through Grandfriends days		
YEAR B	Windrush links to people in our school and the NHS Change over time (School)	Change over time (Clothing)	Windrush links to people in our school and the NHS Change over time (Favourite Food)
	Children will learn about change over time through Grandfriends days		
THE OAKS - Years 3 & 4			
YEAR A (inc. York res.)	Stone age to iron age	Romans	Vikings and anglo saxons
YEAR B	Ancient Greece	Ancient Egypt	Ancient Benin
THE MIGHTY OAKS - Years 5 & 6			
YEAR A (inc. London res.)	Tudors	Local History Project using archives and researching to be introduced in 2024 https://www.gingerbakers.co.uk/shop/westmorland-pepper-fruit-cake/	
YEAR B	Conflict and resolution WW2		

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	Acorns: KS1		Oaks: LKS2	Mighty Oaks- UKS2
	Year 1	Year 2		
Chronology	To have an awareness of changes over time, recognising old and new.	To put up to three objects, people or events in chronological order.	Place the time studied on a timeline and place events/artefacts within a time period on a timeline Use dates related to the passing of time and to specific periods of time including more complex terms such as BC and AD Date specific events	Know and sequence key events of time studied use relevant terms and periods labels Relate current studies to previous studies Make comparisons between different times in history place current study on timeline in relation to other studies Sequence up to ten events on a timeline
Range and Depth of Historical Knowledge	To use stories and photos to talk about things that have happened in the past. To know about some changes, famous people and events from the past. To begin to ask and answer simple historical questions.	To recount significant events in History and how they have influenced our lives. To discuss famous people and recognise how their achievements have influenced our lives. To ask and answer appropriate historical questions using their own historical knowledge.	Find out about everyday lives of people in time studied compare with our life today Identify reasons for and results of people's actions Identify key features and events look for links between and impacts of events, offer a reasonable explanation for some events Understand why people may have had to do something, Study change through the lives of significant individuals Understand the impact of different cultures on England through studies of Romans, Vikings and Anglo-saxons Understand that ancient civilisations predating our own, existed all over the world. Compare and contrast ancient civilisations.	Study different aspects of life of different people – including equality and justice Results of great events and the impact on people then and now. Compare an aspect of life with the same aspect in another period Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare these in with other time periods Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of History	To begin to identify different ways to represent the past (photograph, stories, websites, information books, adults talking about the past).	To identify and use different ways to represent the past (photographs, stories, websites, information books, adults talking about the past).	Identify and give reasons for different ways in which the past is represented distinguish between primary and secondary sources Look at representations of the period – museum, cartoon etc- begin to explore bias and point of view within these sources of information	Compare accounts of events from different sources, use critical thinking to offer some reasons for different versions of events and consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions confidently Evaluate sources (particularly internet sites) for research including considering bias

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