



Monks Coppenhall Academy and Day Nursery

"To be the best we can in mind, body and spirit"

"Working together to create better futures"

Progression of Skills

In History

Year Group	Curriculum Link and subject content (Key Enquiry)
Early Years	<p><u>Understanding the world - Past and Present</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including figures from the past. <p>To talk about past and present events in my own life and the lives of my family</p>
Year 1	<p><u>Toys (Traditional Tales)</u></p> <ul style="list-style-type: none"> • <i>What are our toys like today?</i> • <i>What are other people's toys like?</i> • <i>How can we tell these toys are old?</i> • <i>What were our grandparents' toys like and how do we know?</i> • <i>Who played with these toys a long time ago?</i> • <i>How can we set up a toy museum?</i>
Year 2	<p><u>Events beyond living memory that are significant nationally or globally (Short topic - The Queen)</u></p> <ul style="list-style-type: none"> • <i>Why is the Queen important to me?</i> • <i>Was the crown the most important part of the coronation?</i> • <i>How was Queen Elizabeth I different?</i> • <i>Has England always had a King/Queen?</i> • <i>Which King/Queen is your favourite and why?</i> <p><u>Great Fire of London - Event beyond living memory (Samuel Pepys)</u></p> <ul style="list-style-type: none"> • <i>How can we work out why the Great Fire started?</i> • <i>What happened during the Great Fire and how do we know?</i> • <i>Why did the Great Fire burn down so many houses?</i> • <i>Could more have been done to slow down the spread of the fire?</i> • <i>How did people manage to live through the Great Fire?</i> • <i>How shall we rebuild London after the Great Fire?</i> <p><u>Christopher Columbus (Alongside Pocahontas)</u></p> <ul style="list-style-type: none"> • <i>Why do you think people remember Christopher Columbus?</i> • <i>How did Columbus become famous?</i> • <i>Why did Columbus risk his life to explore somewhere no one alive had ever seen?</i> • <i>What was life like on board during such a long journey?</i> • <i>Did everyone think that Columbus was a hero?</i> • <i>How and why should we remember Columbus?</i>
Year 3	<p><u>Changes in Britain from Stone Age to Iron Age (Ed Stafford)</u></p> <ul style="list-style-type: none"> • <i>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</i> • <i>How different was life in the Stone Age when man started to farm?</i>

	<ul style="list-style-type: none"> • <i>What can we learn about life in the Stone Age from a study of Skara Brae?</i> • <i>Why is it so difficult to work out why Stonehenge was built?</i> • <i>How much did life really change during the Iron Age and how can we possibly know?</i> • <i>Can you solve the mystery of the 52 skeletons of Maiden Castle?</i> <p>The Victorians (Nellie Bly)</p> <ul style="list-style-type: none"> • <i>What were the main changes that took place during this time and who were the most important people responsible?</i> • <i>What were the effects of changes in industry, especially factories?</i> • <i>How did town life compare to life in the countryside at this time?</i> • <i>What were the main changes in transport and what effects did they have on the lives of rich and poor?</i> • <i>How was going to school different for rich and poor?</i> • <i>Were the Victorian times a Dark Age or a Golden Age?</i>
Year 4	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Lief Erikson)</p> <p>Anglo Saxons</p> <ul style="list-style-type: none"> • <i>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</i> • <i>What does the mystery of the empty grave tell us about Saxon Britain?</i> • <i>How did people's lives change when Christianity came to Britain and how can we be sure?</i> • <i>How were the Saxons able to see off the Viking threat?</i> • <i>Just how great was King Alfred, really?</i> • <i>Just how effective was Saxon justice?</i> • <i>So how dark were the dark Ages, really?</i> <p>Vikings</p> <ul style="list-style-type: none"> • <i>What image do we have of the Vikings?</i> • <i>Why have the Vikings gained such a bad reputation?</i> • <i>How did the Vikings try to take over the country and how close did they get?</i> • <i>How have recent excavations changed our view of the Vikings? (Focus on Jorvik)</i> • <i>What can we learn about Viking settlement from a study of place name endings?</i> • <i>Raiders or settlers: how should we remember the Vikings?</i> <p>The achievements of the earliest civilizations (Kira Salak)</p> <p>Ancient Egypt</p> <ul style="list-style-type: none"> • <i>What can we quickly find out to add to what we already know about Ancient Egypt?</i> • <i>How can we discover what Ancient Egypt was like over 5,000 years ago</i> • <i>What sources of evidence have survived and how were they discovered?</i> • <i>What does the evidence tells us about everyday life for men, women and children?</i> • <i>What did the Ancient Egyptians believe about life after death and how do we know?</i> • <i>What did Ancient Egypt have in common with other civilizations from that time?</i>
Year 5	<p>The Roman Empire and its impact on Britain (Spartacus)</p> <ul style="list-style-type: none"> • <i>Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</i> • <i>Why did Boudica stand up to the Romans and what image do we have of her today?</i> • <i>How were the Romans able to keep control over such a vast empire?</i> • <i>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know?</i> • <i>How can we solve the mystery of why this great empire came to an end?</i> • <i>How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</i> <p>The Ancient Greeks and their impact on the western world (Tim Peake)</p> <ul style="list-style-type: none"> • <i>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? (1.5 hours)</i> • <i>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</i> • <i>Why was Athens able to be so strong at this time?</i> • <i>What was so special about life in 5th Century BC Athens that makes us study it? (2 hours)</i> • <i>What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? (3 hours)</i> • <i>In what ways have the Ancient Greeks influenced our lives today? (1 hour)</i>
Year 6	<p>Non Curriculum historical study</p> <p>Study the differences in rights between men and women in history (Amelia Earheart)</p> <ul style="list-style-type: none"> • <i>What notable firsts have there been for women in modern history?</i> • <i>How did Mary Anning defy expectations on how women should act?</i>

- What challenges did Amelia Earhart face in her quest to seek adventure?
- Which other famous women in modern history defied expectations or challenged society?

Study of a non-European society that provides contrasts with British history

Early Islamic civilization, including a study of Baghdad c. AD 900 (Ibn Battuta)

- Why do you think it is important to study Islam in this period, c.900?
- How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's death?
- What can we learn about Islam from the way they set up the capital at Baghdad?
- In its Golden Age, ten times more people lived in Baghdad than in London. So what was so special about it and how can we possibly know?
- Just how amazing was daily life for rich people in Islamic cities?
- Which of the early Islamic achievements has most effect on our lives today?

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

World War 2 - Britain at War : The Home Front 1939-45 (Nancy Wake)

- Why did Britain have to go to war in 1939?
- Why was it necessary for children to be evacuated and what was evacuation really like?
- How was Britain able to stand firm against the German threat?
- How did people manage to carry on normal life during the war and how do we know?
- Why is it so difficult to be sure what life on the Home Front was really like?
- What was VE day really like?

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Concepts	Locality Achievement	Locality Lifestyle Legacy	Locality Beliefs Civilisation Lifestyle Migration Settlement	Locality Beliefs Civilisation Lifestyle Migration Conflict Legacy Achievements	Locality Beliefs Civilisation Lifestyle Migration Conflict Legacy Empire Achievements	Locality Beliefs Civilisation Lifestyle Migration Conflict Legacy Empire Achievements
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives • Have an understanding of significant events beyond living memory. E.G Fire of London 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past. 	<ul style="list-style-type: none"> • 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 • Securely make comparisons between different times in the past and make links with the present
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • They know and recount episodes from stories about the past • Be exposed to historical vocabulary. 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times. • Begin to understand and use historical vocabulary. 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Understand, define and use historical vocabulary. 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied and compare with our life today. • Look for links and effects in time studied • Offer a reasonable explanation for some events • Understand, define and use historical vocabulary and begin to make cross-curricular links. 	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period • Understand, define and use historical vocabulary and make links with modern day 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • 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

					language.	time studied <ul style="list-style-type: none"> Understand and independently apply historical language to discussion and explanations.
Interpretation of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? (Listen to adults tell stories about the past) 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Look at representations of the period – museums, cartoons etc. 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Begin to use text books and historical knowledge to form an opinion or explanation about events in the past. 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Begin to use different resources to research independently. 	<ul style="list-style-type: none"> 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 Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> Ask simple questions about the past. Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> Ask more complex questions about the past relevant to the topic. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify 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 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. 			
Key Vocabulary	Toys 1960s, toys, materials, wood, plastic, simple, mechanical, inventions, homes, houses, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, What...?, When...?, Where...?	Great Fire of London Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys, frightened, burning, wooden buildings, Lord Mayor, River Thames, water squirts, fire hooks, burned, diary, London The Queen Elizabeth I, Elizabeth II, Coronation, Crown, Jewels, Tower, Jubilee, King, Queen, Royal Family, Thone.	Stone Age to Iron Age Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticate,	Anglo Saxons and Vikings Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready, Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla Ancient Egyptians Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification,	Romans Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus, Maximus, Legionary Ancient Greeks Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced	Early Islam Abbasid Caliphate, Caliph, Dinar, Hadith, Hajj, Imam, Qur'an, Calligraphy, Mecca, House of Wisdom, Mongols, Crusades, Sultan, Scholar, Bazaar, Mosque, Caravan, Tolerance, Baghdad World War 2 Trench, war recruit, alliance, Blitz, Home Front, morale, democracy, Parliament, vote, suffrage, Houses of Parliament, air raid, air raid shelter, allies, allotment, atomic bomb, Axis Powers, blackout, British Empire, censorship, civilians, civil defence, Commonwealth, concentration camp, D-Day,

				Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone		evacuee, Forces, gas mask, election, gramophone, Adolf Hitler, Holocaust, invaded, liberate, naval, naval battle, Nazi, occupied, prisoner of war, propaganda, rationing, refugee, register, Resistance, siren, slogan, telegram
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These skills will be taught through the following topics:

KS1 must cover;

- Changes within living memory
- Events beyond living memory
- Lives of significant individuals who have contributed to national/international achievements e.g. The Queen
- Historical places, people and events in our own locality.

KS2 must cover through Co-Jo Curriculum topics;

- Changes in Britain from Stone age to Iron Age
- Roman Empire and its impact on Britain
- Britain's Settlement by Anglo Saxons and Scotts
- Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local History Study
- A study of an Aspect of British History e.g WWII
- Achievements of early civilisations – Ancient Egypt etc.
- Ancient Greece
- A non-European society that provides contrast with British History e.g Islamic Civilisation