

## Progression of Skills

Geography History	Autumn	Spring	Summer
Y1	<b>‘Where Am I?’ (Geography &amp; History)</b>  Our local area: Priorslee Flash What was Priorslee like in the past? What were homes like in the past?	<b>‘Around the World in 80 Days’ (Geography focus)</b>  <ul style="list-style-type: none"> <li>• Four countries of the UK</li> <li>• World’s seven continents and five oceans</li> <li>• Weather</li> <li>• Hot and Cold places</li> </ul>	<b>Great Fire of London (History focus)</b>
Y2	<b>Around the world with Paddington (Geography)</b> <ul style="list-style-type: none"> <li>• World’s 7 continents &amp; 5 oceans</li> <li>• Countries, capital cities and characteristics of the UK &amp; seas (E.g. show Paddington UK countries &amp; characteristics of each)</li> <li>• World Focus: Compare a region of Peru to UK region</li> </ul>	<b>Explorers (Geography &amp; History)</b>  Famous explorers (Tudors) Significant local individuals: Charles Darwin Modern explorers: Space or Antarctica  <b>Geography skills:</b> <ul style="list-style-type: none"> <li>• World’s seven continents and five oceans</li> <li>• Map skills: compass directions, drawing simple maps &amp; using symbols</li> </ul>	<b>The Victorians (History)</b>  <b>Comparing nursing in Victorian times to modern nursing. Nightingale/Mary Seacole.</b>  <b>Significant local people (ideas):</b> Charles Darwin Captain Webb (swam channel) George Maws (tiles)/John Rose (pottery)
Y3	<b>‘From Stones To Swords’ (History and Geography)</b>  <b>Stone Age, Bronze Age &amp; Iron Age Settlements</b>	<b>From the Nile to the Severn (History &amp; Geography)</b> <u>Overview</u> of the earliest civilisations (Ancient Sumer, Indus Valley, Shang Dynasty of Ancient China). Focus: Ancient Egypt 2686BC  <b>Rivers (River Severn and River Nile)</b>	<b>Groovy Greece (History &amp; Geography)</b> <b>Ancient Greece 1600BC &amp; Modern Greece (geography focus)</b>
Y4	<b>Romans and Explosions</b> <b>Romans in Britain 43AD</b> <b>Volcanoes &amp; Earthquakes</b>	<b>Amazing Places (UK and the World)</b> <b>Marvellous Mountains (Geography)</b>	<b>Raiders &amp; Invaders (History)</b> <b>Anglo Saxons, Scots and Vikings and the kingdom of England to Edward the Confessor.</b>
Y5	<b>‘Amazing Americas’</b> <b>Mayans c.AD900</b> <b>South America- Brazil focus</b>	<b>The Terrific Tudors (History)</b>	<b>‘Can You Dig It?’ (History &amp; Geography)</b> <b>Heritage Project/Local study Coal mining in Priorslee</b>
Y6	<b>WWI- ‘Lest we forget’ (History)</b>	<b>Europe (Geography)</b>	<b>World War II</b>  <b>Britain from 1945 (History)</b>

## History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	- Talk about their life so far - Understand people and animals are of different ages -	- Understand that history has already happened	- Sequence key events close together on an annotated timeline	- Place the period of study on a timeline	- Place events from each period of study on a timeline with some understanding of scale	- Know, recall and sequence key events of the period	- Place current period of study on an original timeline in relation to other studies

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	Understanding things have happened before now	<ul style="list-style-type: none"> <li>- Order up to 4 artefacts or people chronologically</li> <li>- Sequence events in their life</li> <li>- Use language relating to the passing of time: <i>a long time ago, old, new, modern, nowadays, now</i></li> </ul>	<ul style="list-style-type: none"> <li>- Sequence photographs and objects chronologically</li> <li>- Use language relating to the passing of time: <i>nowadays, previously, in the past, decade, century, recently</i></li> </ul>	<ul style="list-style-type: none"> <li>- Relate each time period to another period studied to discuss position in history</li> <li>- Sequence several events and/or artefacts over a given period of time</li> <li>- Use dates and specific terms related to period of study: <i>democracy, ancient</i></li> </ul>	<ul style="list-style-type: none"> <li>- Discuss chronological differences (BC/AD)</li> <li>- Relate each time period to another period studied to discuss position in history</li> <li>- Use terms specific to the period of study and date events</li> <li>- Understand more complex historical terms: <i>BC, AD, empire, era</i></li> </ul>	<ul style="list-style-type: none"> <li>studied on a self-developed and scaled timeline</li> <li>- Relate each time period to another period studied to compare chronological position in history</li> <li>- Make comparisons between different periods of the past</li> <li>- Use and apply relevant terms and labels</li> <li>- Understand and apply historical terms: <i>civilisation, conquest</i></li> </ul>	<ul style="list-style-type: none"> <li>- Sequence up to 10 events on a timeline, identifying the most significant</li> <li>- Use relevant and purposeful dates and terms</li> </ul>
Historical knowledge	<ul style="list-style-type: none"> <li>- Tell stories about things that have happened in their life</li> <li>- Share stories that show objects from the past to promote discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the difference between past and present in their own life and a key theme</li> <li>- Know names of significant individuals and events from the recent past (within 20<sup>th</sup> century)</li> <li>- Use stories to recall events and episodes from the past</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and discuss differences between ways of life from different times</li> <li>- Recognise why people did things, why events happened and what happened as a result (cause and effect)</li> <li>- Know names of significant individuals and link them to events from the past (within the last millennium)</li> <li>- Recognise and discuss that Britain has a past</li> </ul>	<ul style="list-style-type: none"> <li>- Find out about different aspects of people's lives in the time periods studied (including culture)</li> <li>- Compare lives of people in the past with ours today</li> <li>- Identify and explain reasons and results of events and actions (cause and effect)</li> <li>- Understand why people may have done things certain ways in the past</li> <li>- Understand that different countries have their own history</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to reconstruct and evaluate life in a period of study</li> <li>- Know key events and aspects of a period of study</li> <li>- Give reasonable explanations for causes and effects within, and linking between, periods studied</li> <li>- Understand and discuss why some historical events were significant nationally and locally</li> <li>- Understand that history can connect countries globally</li> </ul>	<ul style="list-style-type: none"> <li>- Research and compare the lives of different groups of people e.g: men/women, class groups etc</li> <li>- Identify and justify significant events from a period of study, comparing where relevant</li> <li>- Evaluate causes and impacts of great events or innovations upon people and the progress of history</li> <li>- Relate national and global history to present day through discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Find out about and analyse the beliefs, culture and characteristics of people, recognising that people have not, and do not, share the same views</li> <li>- Recall and describe key dates, individuals and events of the time studied with detail and anecdotes</li> <li>- Write an explanation of a historical event in terms of cause and effect using evidence to support and justify the explanation (GDS: alternative explanation)</li> <li>- Analyse periods or events in history in terms of local/national/global comparisons and impacts</li> </ul>
Historical Interpretations	<ul style="list-style-type: none"> <li>- Talk about their memories with parents and grandparents</li> <li>- Recognise that we say different things to each other about the same event (play)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that memories change depending on how long ago things happened by talking to older people (how reliable are they?)</li> <li>- Know the difference between fact and fiction through stories</li> <li>- Recognise that people may believe different things about historical events/individuals</li> </ul>	<ul style="list-style-type: none"> <li>- Compare 2 versions of an event from the past – similarities and differences</li> <li>- Compare photographs or images of people or events from the past</li> <li>- Use a range of sources and experiences to find out about the past</li> <li>- Introduce and discuss reliability of photos/events/stories</li> </ul>	<ul style="list-style-type: none"> <li>- Name and give reasons for different ways the past has been represented</li> <li>- Compare different versions of the same story/event by distinguishing between different sources</li> <li>- Look at physical and visual representations of the period (including museums)</li> <li>- Select information independently from different types of sources to answer a question whilst discussing reliability</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the use of sources as evidence – what evidence is available to certain periods and why?</li> <li>- Begin to discuss and evaluate the usefulness of different sources alongside reliability</li> <li>- Use text books alongside historical knowledge</li> <li>- Use different sources independently to answer a question whilst considering reliability</li> </ul>	<ul style="list-style-type: none"> <li>- Compare accounts of events – the same and across a period of study – from a range of different sources both fact and fiction.</li> <li>- Debate and suggest why it is possible for there to be different versions of events</li> <li>- Assess the reliability and usefulness of a source before using it to support answers to a question</li> <li>- Use the internet to research accounts, discussing the reliability of this.</li> </ul>	<ul style="list-style-type: none"> <li>- Link sources and use them to identify how conclusions have been developed within history and now</li> <li>- Discuss accuracy. Consider ways of how this accuracy can be checked – fact, fiction, opinion etc</li> <li>- Explain the reasons for different versions of events</li> <li>- Understand that different evidence leads to different conclusions</li> </ul>
Change and development	<ul style="list-style-type: none"> <li>- Talk about how they are different from their parents/grandparents</li> <li>- Look at some old things and new things through play</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that things can change over time (thematic)</li> <li>- Discuss how and why things might have changed</li> </ul>	<ul style="list-style-type: none"> <li>- Identify changes within a given time period</li> <li>- Explain reasons for specific changes</li> <li>- Link changes and developments</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse changes within time periods (cause, effect)</li> <li>- Begin to understand why inventions were created</li> <li>- Understand changes and developments within different</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and compare developments within and across time periods (consider cause and purpose)</li> <li>- Understand that some inventions were necessary</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the nature of change and development and its effect on society (e.g: engineering, social innovation, systematic developments etc)</li> <li>- Analyse and debate why certain changes and</li> </ul>	<ul style="list-style-type: none"> <li>- Consider, debate and compare how typical changes were i.e: were developments exceptional or commonplace at that point in history?</li> <li>- Examine change and development in terms of</li> </ul>

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				time periods in terms of innovation and invention	<ul style="list-style-type: none"> <li>- Evaluate developments in terms of innovation and impact</li> <li>- Explain why certain changes and developments were significant during specific time periods</li> </ul>	developments were significant during specific time periods and consider their impact since (throughout history)	effectiveness, innovation and influence over different aspects of society e.g: technology, thinking, creativity etc
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>- Ask questions about things that are older e.g: people in their family, toys</li> </ul>	<ul style="list-style-type: none"> <li>- Create questions about topics they are learning using initial facts</li> <li>- Find answers to simple questions using sources (e.g artefacts)</li> </ul>	<ul style="list-style-type: none"> <li>- Develop relevant questions using historical terms</li> <li>- Use 2 or more sources to find suitable answers using observations</li> <li>- Understand the past is represented in different ways</li> </ul>	<ul style="list-style-type: none"> <li>- Devise historically valid questions using appropriate historical terms</li> <li>- Use a range of sources to find possible answers</li> <li>- Observe smaller details from artefacts, images etc</li> <li>- Select and record relevant information to a question</li> <li>- Identify suitable places for research (library, internet)</li> </ul>	<ul style="list-style-type: none"> <li>- Devise a variety of historically valid questions using appropriate historical terms</li> <li>- Know that there are primary and secondary sources</li> <li>- Use sources and evidence to build up a picture of the past (events/periods etc)</li> <li>- Choose relevant material to produce answers to enquiries and present a picture of life in the past</li> <li>- Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>- Devise a variety of historically valid questions using appropriate historical terms</li> <li>- Begin to identify primary and secondary sources</li> <li>- Use sources and evidence to build up a picture of the past (events/periods etc) with some discretion</li> <li>- Select relevant sections of information to give a more precise and relevant answer to an enquiry</li> <li>- Research with increasing confidence using the library or internet.</li> </ul>	<ul style="list-style-type: none"> <li>- Devise some critical and historically valid questions using more complex historical terms</li> <li>- Recognise and use primary and secondary sources</li> <li>- Use sources with discretion and understanding to find out about an aspect of time</li> <li>- Suggest omissions and the means of finding these out</li> <li>- Bring knowledge and understanding gathered from several sources together in a fluent account and answer open to debate.</li> </ul>
<b>Organisation and evidence</b> <i>(How they will show their knowledge)</i>	<ul style="list-style-type: none"> <li>-Role play</li> <li>-Photographs</li> <li>-Discussion</li> <li>-Drawing pictures</li> </ul>	<ul style="list-style-type: none"> <li>-Role play</li> <li>-Photographs/pictures</li> <li>-Discussion</li> <li>-Making models</li> <li>-Writing</li> </ul>	<ul style="list-style-type: none"> <li>-Role play</li> <li>-Photographs/pictures</li> <li>-Discussion</li> <li>-Making models</li> <li>-Writing</li> <li>-Storytelling</li> <li>-Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion</li> <li>-Making models and explaining their relevance</li> <li>-Writing</li> <li>-Storytelling</li> <li>-Using ICT</li> <li>-Creating experiences for others</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion</li> <li>-Writing</li> <li>-Using ICT</li> <li>-Recall, select and organising historical information</li> <li>-Communicating knowledge and understanding through presentations (Assemblies)</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion and debate</li> <li>-Writing</li> <li>-Using ICT</li> <li>-Recall, select and organising historical information</li> <li>-Communicating knowledge and understanding through presentations (Assemblies)</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion and debate</li> <li>-Writing</li> <li>-Using ICT</li> <li>-Recall, select and organising historical information</li> <li>-Communicating knowledge and understanding through presentations (Assemblies)</li> <li>-Producing structured work and models to share knowledge including dates and terms</li> </ul>