

## History Progression Overview

Year 1/2 Skills & processes	Autumn A Why is Richmond Special?	Spring A What's it made of and why?	Summer A How do people tell their stories?	Autumn B How do I care for my body and mind?	Spring B What makes a good home?	Summer B Why is our environment precious?
<b>Chronology</b>	Know how the local area is different from the way it used to be a long time ago.	Know where Victorians fit with a chronological framework.	Order a number of artefacts by age		Know where the events they study fit within a chronological framework	Use dates to talk about people or events from the past.
<b>Characteristic features</b> of period/society studied	Know significant historical events, people and places in their own locality - Castle, Alan Rufus	Know what a number of Victorian objects were used for.  Know how the lives of rich and poor were very different in Victorian times			Know about an event or events that happened long ago, even before their grandparents were born - Great Fire of London	Know about a famous historical event or place from outside of the UK and explain why they are famous – The Moon Landing & Neil Armstrong
<b>Historical concepts</b> Continuity and change Cause and consequence Significance Similarities & differences	Know some parts of/buildings in Richmond have stayed the same and some have changed.	Know the main similarities differences between their lives and that of the Victorians (e.g. school, home, toys)  Know that the toys the Victorians played with were different to their own.	Understand that the holidays their grandparents had were different from their own.  Understand how travel and transport have changed where people holiday.	Name 2 famous people and explain why they are famous - Florence Nightingale and Mary Seacole  Compare aspects of life in different time periods	Recognise why people did things, why events happened and what happened as a result.  Know what we use today instead of a number of older given artefacts	Know the significance of Neil Armstrong



History Progression Overview

Doing all the good we can

					(Fire service/equipment)	
<p><b>Historical Enquiry</b> Evidence &amp; interpretation. How and why contrasting views arise</p>	<p>How has the Richmond changed over time?  Use old photographs of Richmond to identify changes in the local area.</p>	<p>Identify different ways in which the past is represented.  Ask and answer questions using sources to show their understanding</p>		<p>To research the life of a famous person using different sources to help me.</p>	<p>Did the Great Fire make London a better or worse place?  Understand some of the in which we find out about the past and identify different ways it is presented.</p>	
<p><b>Perspective</b> Connections local/national/international Cultural, economic, military, political, religious and social</p>			<p>Find out about the past by talking to an older person</p>			<p>Know different countries involved in space exploration.</p>
<p><b>Terminology</b> Sources Evidence Artefacts Historian Archaeologist Timeline</p>	<p>Past Present Old New In order</p>		<p>Sources Artefact When my parents/carers/ Grandparents were children</p>	<p>Information research</p>	<p>Events Causes Consequences Impact Reasons</p>	<p>Events Impact</p>
<b>Year 3/4</b>	<b>Autumn A</b>	<b>Spring A</b>	<b>Summer A</b>	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>



Doing all the good we can

History Progression Overview

Skills & processes	Why is Richmond special?	What is beneath us and why does it matter?	How do we get our message across?	How do I care for my body and mind?	Why is history worth knowing?	How can I have my say?
<b><u>Chronology</u></b>	Order buildings in the in the local area according to when they were built. Know when the Georgian period is on time line in relation to other periods of history studied.		Use a timeline within a specific time in history to set out the order things happened.	Understand the concept of changes of time, representing this, along with evidence on a timeline.  Create timelines which outline the development of crime and punishment	Name and place on a timeline some of the advanced societies that were in the world around 3000 years ago	Place events, artefacts and historical figures on a timeline using dates.
<b><u>Characteristic features</u></b> of period/society studied	Know key features of Georgian architecture and entertainment		Know characteristic features of Ancient Greece, including ideas, beliefs, attitudes and experiences of men women and children.	Know that punishments for rich and poor were often different.	Know about the key features of Ancient Egypt  Know about the gods and beliefs of Ancient Egypt	Know about at least one famous Roman emperor.  Know there was resistance to the Roman occupation and know about Boudicca
<b><u>Historical concepts</u></b> Continuity and change Cause and consequence Significance	Know how building use has changed over time. Observe the effect of Georgian architecture on Richmond today Know what life was		Know what happened at the Battle of Marathon and the events that happened after  Compare life in Athens and Sparta	Know how crime and punishment changed from Anglo-Saxon times to the present day  Know why there were certain crimes	Know about the significance of the River Nile to development of Ancient Egyptian civilisation	Know how Britain changed from the Iron Age to the end of the Roman occupation  Identify similarities and differences between the



Doing all the good we can

## History Progression Overview

Similarities & differences	like in Georgian times compared to today.			and punishments in different time periods		Romans and the Celts
<b>Historical Enquiry</b> Evidence & interpretation. How and why contrasting views arise	Which periods in history have had the most impact on Richmond?  Identify and use different types of evidence		Why are there so many version of the Battle of Marathon?  Analyse and discuss different sources.  Understand why different versions of historical events may occur.	To make comparisons between historical periods  Research the past to find out facts about crime and punishment  Use evidence to ask questions and find answers to questions in the past.	Did slaves build the pyramids?  Use more than one source of evidence to gain a more accurate understanding of history  Analyse and discuss different forms of evidence.  Recognise the part that archaeologists have in helping us understand more about the past.	Use more than one source of evidence to gain a more accurate understanding of history  Compare and contrast different forms of evidence
<b>Perspective</b> Connections local/national/international Cultural, economic, military, political, religious and social	Know certain places in our locality have national and international significance.			Know how crime and punishment of the past has influenced our justice system today	Know that life in Britain at this time was very different to Ancient Egypt.	Know how the Roman occupation of Britain changed and helped to advance British society



Doing all the good we can

History Progression Overview

						Give reasons why the Romans wanted to invade Britain.
<b>Terminology</b> Sources Evidence Artefacts Historian Archaeologist BC/AD BCE/CE Timeline	Georgians Architecture Leisure Entertainment Legacy		Democracy	Law Crime Punishment Court Justice Democracy	Ancient Civilisation Settlement	Romans Empire Emperor/dictator Chief Government Invasion Conquer
<b>Year 5/6</b>	<b>Autumn A</b> <b>Why is Richmond special?</b>	<b>Spring A</b> <b>Where does it come from and where does it go?</b>	<b>Summer A</b> <b>How do words make us feel?</b>	<b>Autumn B</b> <b>How do I care for my body and mind?</b>	<b>Spring B</b> <b>What legacy will I leave behind?</b>	<b>Summer B</b> <b>What makes a colourful world?</b>
<b>Chronology</b>	Chronology of the castle and it's changing usage (Georgian period tourist attraction – painted by famous artists, Victorian barracks, conscientious objectors)	Use a timeline to show when the Anglo-Saxons were in England		Understand that that the Stone Age, Bronze Age and Iron Age have a larger duration period than remainder of British history.	Create an overview of where and when the first civilizations appeared and how they relate to each other	Use dates and historical terms accurately when describing events
<b>Characteristic features</b>	Know about life in Norman times and the feudal system	Know that during the Anglo-Saxon period Britain was divided into many kingdoms	To know where the Vikings originated from and key aspects of Viking life	Know how people in Britain lived during the Stone, Bronze and Iron	Know about, and name, some of the advanced societies that were in the world	Know about WW2 evacuees



Doing all the good we can

## History Progression Overview

of period/society studied				Know what is meant by hunter-gatherers	around 3000 years ago	
<b>Historical concepts</b> Continuity and change Cause and consequence Significance Similarities & differences	Know how the lives of wealthy people were different from lives of poorer people during this time Know how the use of the castle has changed over time	Know about how the Anglo-Saxons attempted to bring about law and order into the country	Know about Anglo-Saxon kings during the Viking period Know why the Vikings frequently won battles with the Anglo-Saxons	Know how Britain changed between the beginning of the Stone age and the Iron age Identify and describe reasons for, and the results of events and changes	Know and compare some of the achievements of the earliest civilizations Know about the impact of the Mayan civilization	
<b>Historical Enquiry</b> Evidence & interpretation. How and why contrasting views arise	How can the Castle tell us about Richmond's history?	Who was buried at Sutton Hoo? Make inferences from artefacts Realise the difficulty of being certain in history when using artefacts. Give more than one reason to support a historical argument	Know interpretations can only be made on what is known about a period of time. Recognise concepts of history can change when new evidence is found.	What can we learn about life in the Stone Age from a study of Skara Brae? Recognise that the past is represented and interpreted in different ways and give reasons for this	Use a wide range of sources of evidence to deduce information about the past.	What can the school log book tell us about evacuees at our school?
<b>Perspective</b> Connections local/national/international Cultural, economic, military, political,	Identify other local castles in the area. Why were so many built in North Yorkshire at this time?	Know that the way the kingdoms were divided led to the creation of some of our country boundaries today	Identify Viking place names	Know that during this time in Britain there were more advanced societies in the world.	Know why the Mayans were considered an advanced society in relation to the period of time in Europe	Know evacuees were sent from urban to rural areas nationally.



Doing all the good we can

History Progression Overview

religious and social						
<b>Terminology</b> Sources – Primary and Secondary Evidence Artefacts Historian Archaeologist BC/AD BCE/CE Timeline	Norman Keep Peasantry Feudal system Sources evidence	Anglo-Saxons Settlers Settlements Historian Archaeologist Kingdom Migration	Viking Settlements Invasion Norse Raids	BC/AD Sources Evidence Prehistoric Nomadic Farming Hunter/gatherer Palaeolithic, Mesolithic, Neolithic.	Civilisation Legacy Ancient	Evacuee