## TANKERSLEY ST PETERS PRIMARY SCHOOL HISTORY LONG TERM PLAN AND PROGRESSION



	У1	У2	У3	У4	У5	У6
LINKS TO	Our Wonderful World Event beyond living	Festivals and celebration	Metal Man Changes in Britain from	Tudors A study of an aspect or	Elizabeth I A study of an aspect or	The Stuarts A study of an aspect or
CREATIVE	memory that is significant globally.	Changes in living memory revealing aspects of	Stone Age to Ion Age	theme in British history that extends pupils	theme in British history that extends pupils	theme in British history that extends pupils
CURRICULUM	Key people: Neil Armstrong	change in national life. (Remembrance day)	Groovy Greeks Ancient Greece; a study of Greek like and	chronological knowledge beyond 1066	chronological knowledge beyond 1066	chronological knowledge beyond 1066
	Victorian Homes Significant places in own locality - similarities and differences between ways of life in the past. Significant people: Queen Victoria.  Castles Significant places in own locality - similarities and differences between ways of life in the past. (Coinsborogh castle)	Marvellous medicine Significant people - Florence Nightingale and Mary Seacole.  Fire of London Events beyond living memory that are significant nationally.	achievements and their influence on the Western world.  Come to Cornwall Britain's Settlement by Anglo-Saxons and Scots.	Ancient Egypt The achievments of the earliest civilisations - an in depth study of Ancient Egypt  Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.	Mining A local history study (Silkstone/Huskar pit disaster)  Mayans  Mayan civilization c. AD900 A non-European society that provides contrast with British History	Romans The Roman Empire and its impact on Britain.  WW2 A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066

relop an awareness of the past	Develop an awareness of the past	Continue to develop chronologically secure	Continue to develop	Continue to develop	Continue to develop
the past	the past	chronologically secure			
			chronologically secure	chronologically secure	chronologically secure
Domila will assessing the	Pupils will show their	knowledge and	knowledge and	knowledge and	knowledge and
Pupils will recognise the nction between present and	developing sense of	understanding of British	understanding of British	understanding of British,	understanding of British,
ist in their own and other	chronology by using	and European History by	and World History by	World and local history.	World and local history.
people's lives		•			Pupils show factual
alone Alonio con control accordi					knowledge and
	• •	•	·		understanding of aspects
its and objects in order and			•	* *	of the history. They use
inning to understand where	3 3	7	,		this to describe
			• • • • • • • • • • • • • • • • • • • •		characteristic features
				•	of past societies and
	• •	periods of time.		•	periods, and note
				•	connections, contrasts
			different periods of		and trends across the
	chronological framework.		time.	different time periods.	different time periods
			Know that the past can	Pupils show increasing	Pupils show increasing
ntify similarities and	Identify similarities and	Know that the past can	be divided into different	depth of factual	depth of factual
erences between	differences between	be divided into different	time periods and	knowledge and	knowledge and
s of life in different	ways of life in different	time periods and show	describe some of the		understanding of aspects
	periods and show	knowledge and	main events, people and	British, world and local	British, world and local
	knowledge and	understanding of the	changes. Note contrasts	history. They use this to	history. They use this to
	understanding of the	time periods studied.	and connections between	describe features of	describe features of
	_	Note changes and	different periods of time	past societies and	past societies and
		contrasts over time;	and begin to give some	periods noting	periods noting
		giving a few reasons for	reasons for, and results	connections, contrasts	connections, contrasts
		5 5	of, the main events and	and trends across	and trends across
		3		different time periods.	different time periods.
			3	·	
				links between events and	They describe and make
				changes and give reasons	links between events and
				for, and results of, these	changes and give reasons
				-	for, and results of, these
				· ····· · ····························	events and changes.
e everyday historical	Use historical terms.	Develop appropriate use	Develop appropriate use	Develop appropriate use	Develop appropriate use
ms e.g. before, after,		of historical terms.	of historical terms.	of historical terms.	of historical terms.
a long time ago.					
nte s o	people's lives  show their emerging sense irronology by placing a few s and objects in order and uning to understand where events that they study fit a chronological framework.  tify similarities and erences between of life in different ods.  everyday historical is e.g. before, after,	people's lives show their emerging sense pronology by placing a few s and objects in order and objects in order, and by recognising that their own lives are different from the lives of people in the past. Pupils will know where the events they study fit within a chronological framework.  Tify similarities and erences between of life in different ods.  Tify similarities and different ods.  Tify similarities and differences between ways of life in different periods and show knowledge and understanding of the main events and the key people studied.  Type of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. Pupils will know where the events they study fit within a chronological framework.  Tify similarities and differences between ways of life in different periods and show knowledge and understanding of the main events and the key people studied.  Type of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. Pupils will know where the events they study fit within a chronological framework.	people's lives show their emerging sense tronology by placing a few s and objects in order and objects in order and objects in order and objects in order and objects in order, and by recognising that their own lives are different from the lives of people in the past. Pupils will know where the events that ystudy fit within a chronological framework.  Tify similarities and the rences between of life in different periods and show knowledge and understanding of the main events and the key people studied.  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To the view of time of the different periods of time.  To the view of time of the different periods of time and begin to give some of the main events and changes. Note contrasts on the divided into different time pe

HISTORICAL ENQUIRY	Answer some simple historical questions using simple sources of information and choose artefacts and parts of stories to demonstrate what they know. Understand some ways in which we find out about the past.	Ask and answer historical questions by choosing artefacts, pictures, photographs and parts stories to demonstrate what they know. Understand some ways in which we find out about the past and identify ways in which it is represented.	Address historical questions about change, similarity and difference. Construct responses by beginning to select information from different sources. Know that knowledge of the past is constructed from a range of sources.	Address and sometimes devise historically valid questions about change, similarity and difference, and significance.  Construct informed responses that involve selection of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources.	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of different sources.	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of different sources. Begin to evaluate sources of information and usefulness for different tasks.
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