

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



	Y1	Y2	Y3	Y4	Y5	Y6
LINKS TO CREATIVE CURRICULUM	<p><b>Our Wonderful World</b> Event beyond living memory that is significant globally. Key people: Neil Armstrong</p>	<p><b>Festivals and celebration</b> Changes in living memory revealing aspects of change in national life. (Remembrance day)</p>	<p><b>Metal Man</b> Changes in Britain from Stone Age to Iron Age</p>	<p><b>Tudors</b> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p>	<p><b>Elizabeth I</b> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p>	<p><b>The Stuarts</b> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p>
	<p><b>Victorian Homes</b> Significant places in own locality - similarities and differences between ways of life in the past. Significant people: Queen Victoria.</p> <p><b>Castles</b> Significant places in own locality - similarities and differences between ways of life in the past. (Coinsborough castle)</p>	<p><b>Marvellous medicine</b> Significant people - Florence Nightingale and Mary Seacole.</p> <p><b>Fire of London</b> Events beyond living memory that are significant nationally.</p>	<p><b>Groovy Greeks</b> Ancient Greece; a study of Greek like and achievements and their influence on the Western world.</p> <p><b>Come to Cornwall</b> Britain's Settlement by Anglo-Saxons and Scots.</p>	<p><b>Ancient Egypt</b> The achievements of the earliest civilisations - an in depth study of Ancient Egypt</p> <p><b>Vikings</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b>Mining</b> A local history study (Silkstone/Huskar pit disaster)</p> <p><b>Mayans</b> Mayan civilization c. AD900 A non-European society that provides contrast with British History</p>	<p><b>Romans</b> The Roman Empire and its impact on Britain.</p> <p><b>WW2</b> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p>

<b>CHRONOLOGICAL UNDERSTANDING</b>	<p>Develop an awareness of the past</p> <p>.Pupils will recognise the distinction between present and past in their own and other people's lives</p> <p>They show their emerging sense of chronology by placing a few events and objects in order and beginning to understand where the events that they study fit within a chronological framework.</p>	<p>Develop an awareness of the past</p> <p>Pupils will show their developing sense of chronology by using terms concerned with the passing 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.</p>	<p>Continue to develop chronologically secure knowledge and understanding of British and European History by realising that the past can be divided into different periods of time. Pupils will note contrasts (similarities and differences) between these different periods of time.</p>	<p>Continue to develop chronologically secure knowledge and understanding of British and World History by realising that the past can be divided into different periods of time. Pupils will note contrasts (similarities and differences) between different periods and begin to note connections between the different periods of time.</p>	<p>Continue to develop chronologically secure knowledge and understanding of British, World and local history. Pupils show factual knowledge and understanding of aspects of the history. They use this to describe characteristic features of past societies and periods, and note connections, contrasts and trends across the different time periods.</p>	<p>Continue to develop chronologically secure knowledge and understanding of British, World and local history. Pupils show factual knowledge and understanding of aspects of the history. They use this to describe characteristic features of past societies and periods, and note connections, contrasts and trends across the different time periods</p>
<b>KNOWLEDGE AND UNDERSTANDING OF CHANGES OVER TIME</b>	<p>Identify similarities and differences between ways of life in different periods.</p>	<p>Identify similarities and differences between ways of life in different periods and show knowledge and understanding of the main events and the key people studied.</p>	<p>Know that the past can be divided into different time periods and show knowledge and understanding of the time periods studied. Note changes and contrasts over time; giving a few reasons for these changes.</p>	<p>Know that the past can be divided into different time periods and describe some of the main events, people and changes. Note contrasts and connections between different periods of time and begin to give some reasons for, and results of, the main events and changes.</p>	<p>Pupils show increasing depth of factual knowledge and understanding of aspects British, world and local history. They use this to describe features of past societies and periods noting connections, contrasts and trends across different time periods. They describe and make links between events and changes and give reasons for, and results of, these events and changes.</p>	<p>Pupils show increasing depth of factual knowledge and understanding of aspects British, world and local history. They use this to describe features of past societies and periods noting connections, contrasts and trends across different time periods. They describe and make links between events and changes and give reasons for, and results of, these events and changes.</p>
<b>HISTORICAL VOCABULARY</b>	<p>Use everyday historical terms e.g. before, after, a long time ago.</p>	<p>Use historical terms.</p>	<p>Develop appropriate use of historical terms.</p>	<p>Develop appropriate use of historical terms.</p>	<p>Develop appropriate use of historical terms.</p>	<p>Develop appropriate use of historical terms.</p>

<p><b>HISTORICAL ENQUIRY</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
--------------------------------------	---	---	---	--	--	---