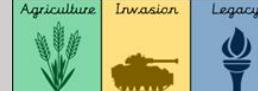
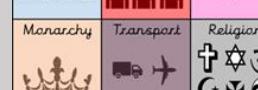


CAPTAIN WEBB PRIMARY SCHOOL

History Curriculum – Key Knowledge and Skills

History Progression at Captain Webb Primary School								
Our Key Substantive Concepts								
 Settlements Invasion Legacy			Agriculture Legacy Settlements			 Society Trade Monarchy		
 Transport Religion			Legacy Society Trade			 Transport Religion		
Year Group	Reception	Year 1 & Year 2		Year 3	Year 4	Year 5	Year 6	
Scope	Understanding the World Past and Present (ELG) Birth to 5 & Development matters People & Communities	Changes within living memory Significant events beyond living memory and the lives of significant individuals Significant historical events, people and places in their own locality		Changes to Britain from the Stone Age to Iron Age Ancient Greece	The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for control of England	An overview of the earliest civilisations and a depth study of at least one early civilisation – Ancient Egypt A local history study - Industrial Revolution A significant turning point in British history - Battle of Britain	A non-European society – Mayans	
Driving Questions	Now and then- How have I changed? How is transport different and how has it changed over time?	What were toys like in the past? (Victorian era)? What makes a hero?	When and why did the seaside become popular?	How did Prehistoric Britain develop? Why were the Ancient Greeks so memorable?	Was the Roman Invasion good or bad for Britain?	Why are the ancient Egyptians memorable? Was the Battle of Britain part of British	Did the Ancient Maya live Sustainably?	

CAPTAIN WEBB PRIMARY SCHOOL

History Curriculum – Key Knowledge and Skills

	<p>People who help us? Train inventor</p> <p>Who is the Queen?</p>	<p>(Heroes in the community. Finding out about explorers linked to children's interest eg Mary Anning (dinosaurs)</p> <p>Who was our school named after?</p>	<p>Why was Grace Darling important to water safety?</p> <p>How did the Great Fire of London start and what happened as a result?</p>	<p>How did Telford become Telford?</p>	<p>The Saxons and Vikings: were they Traders or Raiders?</p>	<p>History of World History?</p> <p>How did life change during WW2? How was Britain victorious?</p> <p>What changes did a child experience in Victorian Britain?</p> <p>How did our area impact the world?</p>	<p>How did invasion affect the Maya way of life?</p> <p>Are all explorers heroes? (Darwin)</p>
Chronology	<p>Living memory</p> <p>Past & Present</p>	<p>1837– Present – Toys</p> <p>1848-1883 - Captain Matthew Webb</p> <p>1820-1910 - Florence Nightingale</p> <p>1805 -1881- Mary Seacole</p> <p>1997- Present Malala Yousafzai</p> <p>1799-1847- Mary Anning</p>	<p>1666 – The Great Fire of London</p> <p>1815-1842 - Grace Darling</p>	<p>15000 – 3000BC Stone Age</p> <p>3000BC – 800BC Bronze Age</p> <p>800BC – 43AD Iron Age</p>	<p>43AD – 410AD Romans</p> <p>449AD – 1066AD Anglo Saxons</p> <p>793AD – 1066AD Vikings</p>	<p>7500BC – 30AD Egyptians</p> <p>5000BC – 2330BC – Ancient Sumer</p> <p>3300BC – 1500BC – Indus Valley</p> <p>1766BC – 1046BC – Shang</p> <p>1760AD – 1840AD – Industrial Revolution</p> <p>1940 – Battle of Britain</p>	<p>1100BC – 1502AD – Mayans</p> <p>1809-1882 Charles Darwin</p>
Chronological Understanding	<p>I know how to put 3 pictures in an order.</p> <p>I know the terms before and after and can use them verbally.</p> <p>I know each year, on the same date, I</p>	<p>I know how to put 3 objects in chronological order on a timeline. (practical)</p> <p>I know how to sequence events on a timeline using pictures, words or phrases and give reasons for their order.</p> <p>I know how to sequence events on a timeline using pictures,</p>	<p>I know how to sequence events on a timeline using pictures, words or phrases and give reasons for their order.</p> <p>I know how my new learning of</p>	<p>I know what the terms BC and AD mean</p> <p>I know how to dates and historical terms describe events</p>	<p>I know which civilisations came before and after the Romans in Britain.</p> <p>I know which civilisations came before and after the Anglo-Saxons and Vikings.</p>	<p>I know where and when the first civilisations appeared</p> <p>I know the achievements of the first</p> <p>I know when the Ancient Egyptian</p>	<p>I know when the Mayan period started and ended (250 AD 900AD)</p> <p>I know the chronology of different time periods (local, British and world history) and how</p>

CAPTAIN WEBB PRIMARY SCHOOL

History Curriculum – Key Knowledge and Skills

	celebrate my birthday.	words or phrases. I know the changes that have happened in my own life since I was born. I know how things have changed since my parents and grandparents were children.	historical people and events is linked. I know how significant events of an individual's life can be sequenced in pictures. (Captain Webb life, Grace Darling including advancements in modern life)	I know when the Prehistoric period of history was. I know the order of prehistorical periods. I know where the Ancient Greek era sits on a timeline and can compare it to previously studied eras.	I know how to place events, artefacts and historical figures on a timeline including dates I know the impact a change of ruler had on society in Britain.	period started and ended I know which other major civilisations overlapped with the Ancient Egyptians. I know how to use a timeline to outline developments in Education, Transport and Agriculture In know that's some periods of history experienced rapid change (Victorian era compared to prehistoric era)	they relate to one another on a timeline. I know when society was and what was happening in Britain at the same time. I know why the Mayans settled in Mexico.
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CAPTAIN WEBB PRIMARY SCHOOL

History Curriculum – Key Knowledge and Skills

						periods of history studied. I know significant developments which occurred during the Victorian Era.	
Substantive Knowledge Knowledge and Interpretation	I know about past and present events in our own life and in the lives of family members. I know that transport was different in the past compared to today. I know some similarities and differences between things in the past and now. I know who the Queen is.	I know that children in the past played differently to those today. I know about significant individuals from our local area. I know my school (and immediate locality) has changed withing living memory. I know a nationally significant individual.	I know some significant individuals from the past and know why they are important. I know a nationally significant individual. I know when, where why the Great Fire of London started. I know what an Empire is. I know what Democracy is and can compare Ancient Greek rule	I know how humans survived in the in Prehistoric Britain. I know how homes developed over the prehistoric period and how they are different to homes today. I know how order was kept in Pre historic Britain (Druids) I know how my local area was different in the past. I know what the rulers of Viking times.	I know that the Romans had an Empire which Britain became a part. I know why Britain was seen as an attractive land to acquire I know the positive and negative impacts the Romans had on Britain. I know why the Roman rule of Britain came to an end. I know the Legacy of the Ancient Rome still present in Britain today. I know the know the rulers of Viking times.	I know that the Nile was significant to the ancient Egyptians. I know that the Pharaohs ruled Ancient Egypt I know the ancient Egyptian customs and beliefs. I know why Howard Carter's discovery was significant. I know why the Pyramids are one of the 7 wonders of the World. I know why Britain entered WW2. I know the impact the war had on civilians (evacuees, women working, agriculture, Blitz)	I know the Mayan society was different to our society in Britain. I know the basic principles in which the Mayan's lived by and that the Mayan society believed heavily in the power of the gods I know why the rule of the Mayans declined I know the legacy of the Mayans. I know the significance of Darwin's findings and their impact upon Scientific thinking.

CAPTAIN WEBB PRIMARY SCHOOL

History Curriculum – Key Knowledge and Skills

				<p>to modern British rule.</p> <p>I know that significant battles were fought in Ancient Greece</p> <p>I know how the Ancient Greeks influenced our modern Olympic games.</p>	<p>I know how Vikings travelled</p> <p>I know the importance of trade to the Vikings</p> <p>I know how and why the Vikings invaded Britain</p> <p>I know how some Kings in Britain dealt with the Viking invaders.</p> <p>I know where the Saxons came from and where settled.</p> <p>I know how the Anglo-Saxons ruled.</p> <p>I know why the Saxon and Viking rule of Britain ended.</p>	<p>I know how mainland Britain avoided invasion in WW2 (Homefront, Blackouts, Plane Spotters)</p> <p>I know the significant events that led to the end of WW2.</p> <p>I know what life was like for a child living locally at the beginning of the Victorian age. (Child labour, Workhouse)</p> <p>I know what life was like for a child living locally at the end of the Victorian age. (Transport, Education, Electricity)</p> <p>I know the effect the Industrial Revolution had on the world. (Ironbridge)</p>	
Disciplinary Knowledge Historical Skills	<p>I can answer how and why questions about experiences and in response to stories or events.</p> <p>I can compare and contrast characters</p>	<p>I can observe or handle evidence to ask simple questions about the past.</p> <p>I can find answers to simple questions about the past</p>	<p>I can observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	<p>I can use a range of sources (pictures, artefacts, books) to find out about a period.</p> <p>I can regularly address and sometimes devise my own questions</p>	<p>I can use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes.</p> <p>I can begin to identify primary and secondary sources.</p>	<p>I can use a range of primary and secondary sources to find out about the past and decide which source is which.</p> <p>I can appreciate how historical artefacts have helped us</p>	<p>I can evaluate the achievements of the Mayan Civilization</p> <p>I can confidently recognise when I am using primary and secondary sources</p>

CAPTAIN WEBB PRIMARY SCHOOL

History Curriculum – Key Knowledge and Skills

	<p>from stories, including figures from the past.</p> <p>I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>from sources of information e.g. artefacts.</p> <p>I can ask questions to find out information about the past.</p> <p>I can use pictures, photographs or artefacts to find out about the past.</p> <p>I can identify how a historical event can change people's lives.</p> <p>To recognise some similarities and differences between the past and the present.</p>	<p>I can choose and select evidence and say how it can be used to find out about the past.</p> <p>I can observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>I can identify causes and consequences to events from the past.</p> <p>I can identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.</p> <p>I can identify the achievements of the Ancient Greeks and their significance to human development.</p>	<p>to find answers about the past.</p> <p>I can begin to undertake my own research, using the library and internet for research.</p> <p>I can identify key consequences over a period of time and be able to give reasons for those changes.</p> <p>I can find similarities and differences between places e.g. Britain and the rest of the Roman Empire (Culture, religion, military).</p> <p>I can explain how people and events in the past have influenced life today.</p>	<p>I can use evidence to build up a picture of a past event.</p> <p>I can regularly address and sometimes devise my own questions to find answers about the past.</p> <p>I can choose relevant material to present an element of one aspect of life in time past.</p> <p>I can use the library and internet for research purposes and with increasing confidence.</p> <p>I can use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>I can describe connections and contrasts between aspects of history,</p>	<p>understand more about lives in the present and past.</p> <p>I can use a wide range of different evidence to build up a picture of a past event.</p> <p>I can investigate my own lines of enquiry by posing historically valid questions to answer.</p> <p>I can use the library and internet for research, recognising reliable sources of information</p> <p>I can choose relevant material to present an element of more than one aspect of life in the past.</p> <p>I can use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>I can describe connections and contrasts between aspects of history,</p>	<p>of information to investigate the past.</p> <p>I can use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>I can investigate my own lines of enquiry by posing historically valid questions to answer.</p> <p>I can select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>I can suggest omissions from certain sources and</p>
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CAPTAIN WEBB PRIMARY SCHOOL

History Curriculum – Key Knowledge and Skills

					<p>I can compare different accounts of an event and explain why they may differ.</p>	<p>people, events and artefacts studied.</p> <p>I can describe and discuss the achievements of the Ancient Egyptians and their significance to human development.</p> <p>I can recognise when I am using primary and secondary sources of information to investigate questions about the past.</p>	<p>give reasoning for these omissions.</p> <p>I can bring knowledge gathered from several sources together in a fluent account</p> <p>I can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>I can show an awareness of the concept of propaganda.</p> <p>To investigate my own lines of enquiry by posing historically valid questions to answer.</p>
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