



## Featherstone Primary School: Progression and Sequencing within History



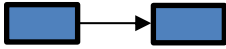

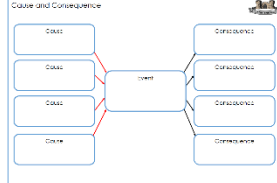
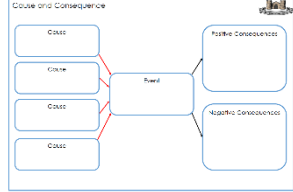
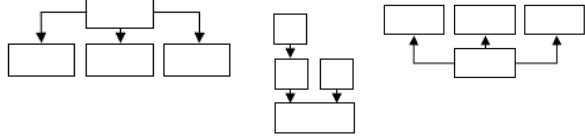
**Intent:** History offers learners a wealth of opportunities to progress in their world understanding and not least from a historical stance. History inspires curiosity which allows children to gain perspective from the judgements that they make – judgments made from primary and secondary historical evidence and sources. Through the study of key Historical concepts across the world and through different time periods, children gain a sense of personal and national identity and can see the issues that are still troubling the world today, whilst being encouraged to avoid an anachronistic stance on these issues.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Content Knowledge and Historical Concepts</b>	<b>Exploration, Invasion and Empire</b>			✓ The Roman Empire and its impact on Britain	✓ Viking and Anglo-Saxon struggle for the kingdom	✓ Beyond 1066: World War One The Mayans	
	<b>Settlers</b>			✓ Changes in Britain from Stone Age to Iron Age	✓ Britain's Settlement from Anglo-Saxons and Scots		
	<b>Rebellion and Revolution</b>				✓ Viking and Anglo-Saxon struggle for the kingdom		✓ Dictatorships
	<b>Power of the People</b>		✓ Significant individuals who have contributed to achievements	✓ Ancient Egypt			✓ Dictatorships Black History Month
	<b>Change and Advancement</b>	✓ Changes within living memory Events, people and places in own locality	✓ Events beyond living memory (Bonfire Night)	✓ All History Units	✓ All History Units	✓ All History Units specifically Beyond 1066 The Victorians	✓ All History Units
	<b>Legacy</b>		✓ Significant individuals who have contributed to achievements	✓ All History Units	✓ All History Units specifically Ancient Greece	✓ All History Units	✓ All History Units

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<b>Heritage and Locality</b>		Work in progress	<p>Ancient Egypt: Egyptian mummies were buried near Barnsley nearly 2,000 years ago.</p> <p>Stone Age-Iron Age: - One of Birmingham's oldest man-made objects was found lying on the surface of a garden in Court Lane, Erdington. It is now exhibited in the Birmingham Museum &amp; Art Gallery.</p> <p>Hill Forts—Midlands</p> <p>Roman Empire: Roman military fort at Metchley</p> <p>In 1978 building workers at Coleshill found the remains of a Roman temple.</p>	<p>Ancient Greece: The British Museum shows the Parthenon sculptures</p> <p>Saxons, Scots &amp; Vikings: Erdington was an Anglian settlement</p>	<p>Local History Study: Aston Union Workhouse</p> <p>WW1: St. Barnabus Church Graveyard – service burials</p>	<p>Dictatorships: Hitler/ WW2 – Erdington was the first suburb in Birmingham to be bombed in World War II</p> <p>Birmingham Blitz</p>
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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills: The Historical Narratives</b>	<b>Chronology: making connections, contrasts and trends</b>	Sequence events and photographs from own life Talk about memories of key events in their life Sequence artefacts from very different time periods	Use basic timelines (i.e. when the period was) Use key dates Sequence artefacts from similar time periods Match objects to people of different ages	Be introduced to BC and AD Sequence events/artefacts on the timeline of the era being studied Make chronological links, using language associated with the passing of time, between the era being studied and previous eras	Understand BC and AD, using precise dates confidently and routinely including on a timeline Make chronological links across a number of time periods and have a working knowledge of broad developments over time	Understand BC and AD, using precise dates to demonstrate secure understanding of where the era being studied sits within wider world history Have a secure knowledge of historical developments over time	Fully understand BC and AD, knowing how to approximate time that crosses the Year 0 Recall and map out the chronology of eras studied to fully appreciate historical narratives and developments over time
	<b>Similarity, difference and significance</b>	Know the difference between past and present	Identify differences between ways of life at different times	Study the everyday lives of people in the era and compare with modern life	Study the everyday lives of people in the era and know why key events within the era might be more significant to some but not others	Study different aspects of different people within the time period Compare life in early and late time period studied (i.e. life when Queen Victoria ascended the throne compared to her death) Compare life in different periods	Study the beliefs, behaviour, attitudes and characteristics of people, recognising that not everyone shares the same views and opinions (link this to Historical Enquiry) Compare the above in different periods
	<b>Causes, events and consequences</b>	Explain why people did things and what happened because of it (1 event = 1 consequence) 	Explain why people did things and what happened as a result, giving reasons (1 cause, 1 event, 1 consequence) 	With support, identify causes for events (including people's actions) Understand the motives of people in history Explain the consequences of an event 	Independently identify causes for events Explain the positive and negative consequences of an event 	<i>In a range of micro and macro contexts:</i> Examine the causes and consequences of events Recognise that causes, events and consequences are not always linear Recognise that one cause might lead to many events, or consequences, or vice versa 	

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<b>Skills: Working with Sources</b>	<b>Historical Interpretation</b>	Give basic opinions about a past event	Give basic interpretation of a past event, justified by talking about simple sources such as pictures, photos or what they have read/seen in lessons	With support, understand primary and secondary sources Look at the evidence available and form own conclusion based on it With support, begin to evaluate how useful a source is, with a focus on the 5Ws below	Understand primary and secondary sources Compare different versions of the same event Explain why the past is represented in different ways (i.e. Why an Ancient Briton might be angry about a Roman soldier but a Roman General would not) Study and evaluate multiple sources with a focus on the 5Ws below	Compare, contrast and evaluate sources with a focus on the 5Ws below Offer some reasons for different versions of events, understanding that the past can be interpreted in different ways	Recognise primary and secondary sources Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of interpretations Understand how different evidence will lead to different conclusions
	<b>Historical Enquiry</b>	Answer simple questions about the past Know that there are objects and buildings from the past for us to still see	Answer questions about the past by handling a source and using simple observations: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor</li> <li>What: The source's message</li> <li>Why: The purpose and audience</li> </ul>	Use a range of sources to find out about, and question, a time period: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor and their motive</li> <li>What: The source's message</li> <li>Why: The purpose and audience</li> <li>When/Where: Primary or secondary?</li> </ul>	Use a range of sources to find out about, and question, a time period: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor and their motive</li> <li>What: The source's message</li> <li>Why: The purpose and audience</li> <li>When/Where: Primary or secondary, with a knowledge of the historical events happening at the time</li> </ul>	Use a range of sources to know that not all answers from the past are available to us, and why: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor and their motive and biases</li> <li>What: The source's message</li> <li>Why: The purpose and audience</li> <li>When/Where: Primary or secondary, with a knowledge of the historical events happening at the time</li> </ul>	Suggest evidence / omissions of the historical record and the means of finding out Collate knowledge from a range of sources in a fluent account: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor and their motives, biases and points of view</li> <li>What: The source's message (implicit and explicit)</li> <li>Why: The purpose and audience</li> <li>When/Where: Primary or secondary, with a knowledge of the wider historical events</li> </ul>