

The Russell School. Progression of Knowledge and Skills- History

	A1	A2	SP1	SP2	SU1	SU2
Reception Concepts covered:	History: - Talk about the lives of people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Yr 1	History History of our school (people, places in our locality)	History Changes within living memory-Flight / space / communication	Geography Our school	History Great Fire of London	Geography Countries, capitals and continents	Geography Wild Weather (big fieldwork focus)
NC	Changes within living memory Significant historical events, people and places in their own locality (Petersham) Concepts: Power Change and continuity <u>Links to Rec</u>	Changes within living memory Significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements Concepts: Power Change and continuity		Events beyond living memory that are significant nationally or globally Concepts: Change and continuity		

<p>Progression of knowledge and skills</p>	<p>Can I describe the role of a monarch or significant person? David Attenborough - Richmond Park</p> <p>Can I describe important key events of our school's history?</p> <p>Can I identify similarities and differences between school now and the past?</p> <p>Can I use historical artefacts to find out about the past?</p>	<p>Can I explain why a person is significant? Tim Berners-Lee - Local Mae C. Jemison (Neil Armstrong)</p> <p>Can I order information and describe changes beyond living memory?</p>	<p>C</p>	<p>Can I describe a significant historical event in British history by asking and answering questions?</p> <p>Can I order information on a timeline using key words and phrases?</p>		
<p>Creative links / Personal development</p> <p>Enquiry questions.</p>	<p>Richmond & Kingston Museum – Box/Workshop</p> <p><i>What do you think your great grandparents (or someone from the Victorian era) would have found surprising if they could be transported forward to today?</i></p> <p><i>What do you know about The Russell School now or in the past?</i></p>	<p>Visit by our History Experts Ask questions and look at historical sources Dress up Day</p> <p><i>What does it take to be a great explorer? How do we know what happened? Who is Neil Armstrong and what did he do?</i></p>	<p>?</p>	<p>National Archives visit workshop (online) - GFOL</p> <p><i>How do we know so much about what happened in The Great Fire of London? Who are the important people in our capital city and what do they do?</i></p>		
<p>Yr 2</p>	<p>Crazy about castles History of Castles</p>		<p>Wonderful Women History Significant individuals</p>		<p>Seaside Now and Then History Seaside / Transport</p>	

NC	<p>Significant historical events, people and places in their own locality</p> <p>Concepts: Power Change and continuity <u>Links to Y1 Aut and Sp 1</u></p>		<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Compare aspects of life in different periods: Mary Seacole and/or Florence Nightingale and Edith Cavell</p> <p>History of Vaccines, medicine timeline, Jenner, Sarah Gilbert and Lady Mary Wortley Montagu</p> <p>Concepts: Power Change and continuity <u>Links to Y1 Su 1</u></p>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Concepts: Change and continuity <u>Links to Y1 Aut 1</u></p>	
Progression of knowledge and skills	<p>Can I present historical information in a simple non-chronological report?</p> <p>Can I describe everyday people's lives from a different period?</p> <p>Can I use vocabulary to show the passing of time?</p> <p>Understand how a timeline works</p>		<p>Can I describe the importance of a local event, person or place and describe their impact?</p> <p>Can I use a model to make judgements why an individual was significant?</p>		<p>Can I sequence events and information in a chronological order?</p> <p>Can I describe how an aspect of life has changed over time?</p> <p>Can I use historical sources/artefacts and make suggestions about when, why and who?</p>	<p>Can I name and locate the countries making up the British Isles, with their capital cities?</p> <p>Can I locate and name the main river running through each country?</p> <p>Skills: Am I able to use Maps/Atlases and globes to locate the countries (revisiting the skill)?</p>

						Can I use four points of the compass to build knowledge of the UK?
Creative links / Personal develop Enquiry questions	Windsor Castle/Strawberry Hill House (Local Castle) <i>Why were castles built? What makes a great castle? How does the past compare to today?</i>		Dress up Day National Archives online workshop – Sig women <i>How have important people changed history? Who is the greatest history maker?</i>		Seaside Trip <i>What is special about the seaside? How has the seaside changed over time?</i>	Teddington Lock <i>What is the landscape around my local area like? What are the rivers like?</i>
Yr 3	History Significant Stone Age	Geography A spotlight on Richmond UK – contrasting areas – similarities, differences	History – Egyptians	Geography Our European Neighbours - Germany	History Romans	Geography Time on the Thames Local study Urban Vs rural
NC	Changes in Britain from the Stone Age to the Iron Age Concepts: Change and continuity Invaders and settlers Power Religion Trade <u>Links to Y2 Au 1</u>		The achievements of the earliest civilisation - Ancient Egypt Concepts: Change and continuity Power Trade Religion <u>Links to Y2 Au 1</u>	(including the location of Russia)	The Roman empire and its impact on Britain Concepts: Change and continuity Invaders and settlers Power Trade Religion <u>Links to Y3 Au 1</u>	
Progression of knowledge and skills	Can I describe and summarise how past civilisations or lives of people in Britain developed/changed during		Can I ask well composed historical questions about aspects of everyday life in ancient periods (devise and respond to these)?		Can I explain the cause and effect of a significant historical event e.g. Romanisation of Britain (Technology, beliefs and inventions)?	

	<p>the Stone Age, Bronze Age and Iron Age?</p> <p>Can I sequence dates and information from several historical periods on a timeline?</p> <p>Can I describe the roles of tribal communities and explain how this influenced everyday life?</p>		<p>Can I make choices about the best ways to present historical accounts and information?</p> <p>Can I describe the hierarchy and different roles in past civilisations?</p>		<p>Can I describe everyday life in Ancient Rome, including jobs, houses, buildings, food and school?</p> <p>Can I make deductions and draw conclusions about the reliability of a historical source or artefact (primary and secondary)?</p>	
<p>Creative links / Personal develo</p> <p>Enquiry questions</p>	<p>Visit by our History Experts: Reading hut - Stone Age tools. Stone Age Weekend project - bring in life size Stonehenge/make clay models to share.</p> <p>Butser Farm Richmond Museum – Workshop</p> <p><i>What is prehistory? What is an archaeologist? How did the lives of ancient Britons change during the Stone Age? Which period in history would you have preferred to have lived in Stone Age, Bronze times or Iron Age times? Why have you made the decision?</i></p>		<p>Dress up day with Horniman (virtual) or walk along the River Thames - Cleo needle, sphinx etc.</p> <p><i>What was the importance of the River Nile? Who were the Egyptians and what was the significance of Tutankhamun?</i></p>		<p>Visit by our History Experts Dress up day Roman Altar Clay figures</p> <p>Richmond Museum – Box</p> <p><i>How did the arrival of the Romans change Britain? What was life like in Roman Britain?</i></p>	
Yr 4	History Anglo-Saxons	Geography Latitude / Longitude N/S Hemisphere – Rainforests Rock!	History Local study – link with Ham House	Geography Wacky weather and crazy climates!	History Greeks (In 24/24, this will be a local history King	Geography The water cycle and wetlands

					Athelstan / Coronation stone	
NC	Britain's settlement by Anglo-Saxons and Scots Concepts: Change and continuity Invaders and settlers Power Trade Religion <u>Links to Y3 Aut 1 & Y3 Sum 1</u>		A local history study ...Ham House led by History experts Princess Amelia: protest Richmond Park (persuasive writing) <u>Links to Y3 Aut 2</u>		Local History Study - King Athelstan / Coronation Stone A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality The changing power of monarchs Concepts: Power Religion Trade When moving to Greeks: Ancient Greece - a study of Greek life and achievements and their influence on the western world Concepts: Change and continuity Power Trade <u>Links to Y3 Sp 1</u>	

<p>Progression of knowledge and skills</p>	<p>Can I construct a profile of a significant leader using a range of historical sources - identify bias in primary and secondary sources? e.g. Artefacts to show wealth - Alfred the Great</p> <p>Can I make deductions and draw conclusions about the reliability of a historical source or artefact and discuss different viewpoints?</p> <p>Can I explain the cause, consequence and impact of invasion and settlement in Britain - show thoughtful information and present it in a historical report?</p>		<p>Can I analyse a range of historical information to explain how a national or international event has impacted the locality?</p> <p>Can I use more complex historical terms to explain and present historical information?</p>		<p>Can I summarise the achievements and influence of the Ancient Greeks on the wider world and how it has changed over time?</p> <p>Can I make choices about the best ways to present historical accounts and information?</p> <p>Can I compare and contrast two civilizations by answering and asking questions about changes over time?</p>	
	<p>Visit by our History Experts Beowulf Dramatic Reading in Old English in Reading hut Wall hangings and shields</p> <p>Kingston Museum/ TYM – Workshop (Discovery Box/ Richmond Museum)</p>		<p>Local Area Trip - Ham House</p> <p><i>What improvements have been made to Richmond? What impact have individuals had on our local area?</i></p>		<p>Dress up Day British Museum</p> <p><i>How do artefacts help us understand the lives of people in Ancient Greece? Are they reliable? Does Ancient Greece have any influence on us today? Which individual was the most important (to the</i></p>	

	<i>Who were the Anglo-Saxons and how do we know what was important to them? Do you feel that things got better or worse between the Roman period and the Anglo-Saxon period?</i>				<i>Ancient Greeks/to us today)?</i>	
Yr 5	History Vikings	Geography Arctic / Antarctic – Shackleton’s story	History Non-European study Early Islamic Civilization TEACH EGYPT IN 24/25	Geography Mountains, volcanoes and earthquakes	History Tudors	Geography Fair Trade
NC	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Concepts: Change and continuity Power Trade Religion</p> <p>Vikings: The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Concepts: Change and continuity</p>		<p>A non-European society that provides contrasts with British history</p> <p>Concepts: Change and continuity Invaders and settlers Power Religion Trade <u>Links to Y4 Sum 1</u></p>		<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Tudors: Changing power of the monarchy - a significant turning point Wyatt’s Revolt</p> <p>Concepts: Change and continuity Power Trade Religion <u>Links to Y5 Au 1 & Y4 Au 1</u></p>	

	<p>Invaders and settlers Power Religion Trade <u>Links to Y3 Au 1</u></p>					
<p>Progression of knowledge and skills</p>	<p>Can I explain in detail the multiple causes and effects of significant events and the impact of power struggle on Britain?</p> <p>Can I sequence significant dates about events within a historical time period on historical timelines using more complex historical terms?</p> <p>Can I answer and ask historically valid questions about changes over time to describe the impact of a past society?</p>		<p>Can I present an in-depth study of a local town or city, suggesting how to source the required information?</p> <p>Can I use abstract terms to express historical ideas and information?</p> <p>Can I explore the validity of a range of historical reports, sources to build a picture of an event or person?</p>		<p>Can I articulate and organise important information and detailed historical accounts using topic related vocabulary?</p> <p>Can I explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way - why are the Tudors significant?</p> <p>Can I compare and contrast an aspect of history across two or more periods studied?</p>	
<p>Creative links / Personal developo</p> <p>Enquiry questions</p>	<p>Visit by our History Experts Viking Mythology - Write their name</p> <p>Museum of London</p> <p><i>What were the Vikings' views on laws and justice? What did the Vikings bring</i></p>	<p>Dress up Day - Explorers Greenwich Museum - Explorers and Polar Regions</p> <p><i>What do I know about Antarctica? What are its features? How do these relate to other places studied? What is the</i></p>	<p><i>Who were they and what did we learn from them? How similar and how different are they to any Ancient Civilisation?</i></p>	<p><i>How is life affected for those who live near volcanoes and close to fault lines?? Why are mountains important? What key features can we identify on mountains?</i></p>	<p>Hampton Court Richmond Museum – Box/Workshop</p> <p><i>What impact have The Tudors had and why? What were the major historical events of this period? What effects did changing events,</i></p>	<p><i>What are the major biomes and what makes them different to one another?</i></p>

	<i>to Britain? How did the Viking era come to an end and who took over?</i>	<i>biome of the continent and its topography?</i>			<i>individuals and monarchs have on this time?</i>	
Yr 6	History Victorians – schooling, industrial revolution	Geography Biomes - Evolution and Inheritance	History WWII	Geography Link to WWII – Maps, atlases, globes, how battles changed human geography	Geography Coastal changes - link to IoW trip	History Crime and Punishment
NC	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history: First railway Telecommunications</p> <p>Concepts: Change and continuity Power Trade Religion <u>Links to Y1 Au 1, Y3 Su 1, Y4 Au 1, Y5 Sum 1</u></p>		<p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history</p> <p>Concepts: Change and continuity Power <u>Links to Y3, Y4, Y5</u></p>			<p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history: Changes in an aspect of social history such as crime and punishment from the Anglo Saxons to the present</p> <p>The HighwayMan poetry Local History - under Asda</p> <p>Concepts: Change and continuity Power Religion <u>Links to Y4 Au 1, Y5 Sum 1, Y6 Au 1</u></p>

<p>Progression of knowledge and skills</p>	<p>Can I articulate the significance of a historical person, event, discovery or invention in British history?</p> <p>Can I describe the growth of the British economy and the ways in which its growth impacted on British life?</p> <p>Can I think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance e.g. make comparisons?</p>		<p>Can I compare and contrast leadership, belief, lifestyle or significant events across a range of time periods?</p> <p>Can I articulate and present a clear, chronological world history narrative within and across historical periods studied</p> <p>Can I evaluate the human impact of war, oppression, conflict and rebellion on everyday life - cause and consequences?</p>			<p>Can I use abstract terms to express historical ideas and information and present a detailed historical narrative on a timeline?</p> <p>Can I describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice e.g. changes over time?</p>
<p>Creative links / Personal development</p> <p>Enquiry questions</p>	<p>Holly Lodge</p> <p><i>Who worked in the factories? Why did people move to cities? What was invented during this time period? What did industry depend on? Who ruled during this time?</i></p>		<p>Dress up Day</p> <p>Imperial War Museum/St Leonards Air Raid Shelter</p> <p><i>What impact does war have? What have leaders taught us? War – what was it good for? How did WWII impact life in Britain?</i></p>			<p>Visit by our History Experts</p> <p>Lock up visit / Highway</p> <p>Woman reenactment</p> <p>Courts of Justice</p> <p><i>What do we mean by crime and punishment and what have been some of its main features over time? Over time, what have been some of the main changes to the types of crime committed? How and why have punishments changed over time? How have crimes been investigated over time?</i></p>