



BEECHFIELD SCHOOL

History Skills and Knowledge Progression



We want our children at Beechfield to study the past, covering different societies and periods of history from ancient times to modern day.

We want our children to know how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time and understanding why and where things happened.

Our children will have the opportunity to undertake investigations and enquiries and will compare, interpret and analyse different types of evidence from a range of sources. They will also have the opportunity to consider, respond to and debate alternative viewpoints.

| EYFS | | |
|------------------------|--|---|
| Knowledge/Theme | Skills | Vocabulary |
| Families | Children talk about past and present events in their own lives and in the lives of family members. | before after next |
| Dinosaurs | Children understand that there was time before us. | days of the week seasons months of the year. |
| Places around us | Children learn about their immediate environment and what it is like now. | See year group vocabulary maps for specific topics. |



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Key Stage 1

| Year 1 | | |
|--|---|---|
| Knowledge/Theme | Skills | Vocabulary |
| <p>Changes within living memory (changes in national life, e.g. the history of toys, food, clothing, etc.)</p> <p>Learn about a historical event/person in Watford</p> <p>Understand the past is something that has already happened</p> <p>Establish how we know about the past, e.g. through pictures and stories, buildings such as castles</p> | <p>Talk in the past tense</p> <p>Identify similarities and differences between now and the past</p> <p>Ask and answer simple questions about the past. How do we know if things are old or new?</p> <p>Create a timeline of their own life, sequence objects in time</p> <p>Understand how we know about the past and what sources tell us about the past, e.g. museums, oral sources</p> | <p>old new here now then yesterday before after a long time ago last week modern when your parents/grandparents were young</p> <p>See year group vocabulary maps for specific topic.</p> |

| Year 2 | | |
|---|---|--|
| Knowledge/Theme | Skills | Vocabulary |
| <p>Events beyond living memory: The Great Fire of London To know when and why it happened, its results and how it is represented.</p> <p>Learn about a historical event/person</p> <p>Florence Nightingale/Mary Seacole and know why they are remembered today.</p> <p>The first aeroplane flight.</p> <p>To develop sense of chronology and know how far back events have happened in comparison to today</p> | <p>Identify a simple timeline based on a historical event.</p> <p>Identify a change from the past and now.</p> <p>To look for similarities and differences between today and the past.</p> <p>Use resources to ask/answer questions about the past using pictures and written sources, eye witness accounts, diaries and find out more information.</p> | <p>Year 1 vocabulary</p> <p>Similar/similarity different/difference change same x years ago a very long time ago began, first, next, then, after, at last, finally when</p> <p>Words associated with Great Fire: timber framed, plaster, thatch, church abbey, cathedral, flames, sparks, smoke, burned, ruined, destroyed</p> <p>Words associated with Crimean War, e.g. Crimea, Scutari, Russia, soldier, nurse, doctor, ward, hygiene, germs, wounds, disease</p> |



BEECHFIELD SCHOOL

History Skills and Knowledge Progression

Year 3

| Knowledge/Theme | Skills | Vocabulary |
|---|---|---|
| <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Develop a broad understanding of ancient civilisations</p> <p>Ancient Greece – important events and how they shaped the world, To know ancient Greece occurred BC To know about Athens and Sparta and some of the ideas people had who lived there To know about the Battle of Marathon To know what sources tell us about the Olympic Games, currency, influence of Greek words on our language, architecture</p> <p>Local History –how did life change in our locality in the Victorian era? What was it like for children living in Victorian Britain? Victorian schools To know how attitudes to children changed To know some significant Victorian figures To know where the Victorian period lies on a time line To know who lived in the locality in 1841/91 To look at the Census return – what has changed, have peoples jobs changed? How did the arrival of the railways affect our area? What evidence of Victorian times remains in our areas?</p> | <p>Place events of the Stone Age and Iron ages/Ancient Greece/Victorians on a timeline</p> <p>Introduce BC/AD</p> <p>Ask and answer historically valid questions</p> <p>Understand what primary and secondary resources are, e.g. portraits of Queen Victoria and her family, factory and mine reports, information on Dr Barnado, Lord Shaftesbury, extracts from books about Victorian schools, information about Victorian leisure, pictures of Victorian transport, buildings, postcards of ancient Greek pottery, reference books.</p> <p>Use resources to understand why historical changes happen and to understand that some aspects of the period have been interpreted in different ways.</p> | <p>hours, weeks, years, decades, centuries, millennia, eras, timeline</p> <p>Greece, city, Athens, empire, democracy, government, slaves, citizens, temple, theatre, Parthenon, stadium, gymnasium, enemies, weapons</p> <p>Factory report, laws, politicians, House of Lords, child labour, factories, mines, inspectors, machinery</p> <p>Census, streets, terraced housed, mechanisation, urbanisation, public heath</p> |



BEECHFIELD SCHOOL

History Skills and Knowledge Progression

| Year 4 | | |
|--|---|---|
| Knowledge/Theme | Skills | Vocabulary |
| <p>Develop a broad understanding of ancient civilisations</p> <p>Give an explanation for events in the past</p> <p>Ancient Rome To know why people leave their homeland to settle in another country, to know why Boudicca led a revolt and what happened. To know that conquest was followed by a period of settlement. To know how the Romans changed Britain when they settled.</p> <p>Local history study, e.g. St Albans linked to the Romans.</p> <p>Tudors A topic that shows an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g. gunpowder plot, the changing power of monarchs, etc. The break with Rome and the dissolution of the monasteries To know the names of Henry VIII wives and reasons for marriages and divorces To know the important and power of Tudor King To know about wealth and poverty in Tudor times.</p> | <p>Understand more complex terms e.g. BC/AD</p> <p>Use terms related to the period and begin to date events – to place Romans/Tudors on a time line</p> <p>Look for links and effects in time studied</p> <p>Understand how to use a range of resources to build up a picture of the past, e.g. historical enquiry using artefacts and Roman sites (archaeological), pictures and written resources</p> <p>To build on knowledge of primary and secondary sources</p> <p>Answer questions about historical sources. To consider the different ways that the past is represented e.g. pictures, buildings, stories, eyewitness accounts, secondary sources, e.g. what can we tell about Henry VIII from portraits and written sources? To draw conclusions about life in Tudor times</p> | <p>Romans: invasion, settlement, emigration, immigration, refugee, conquest, Roman, Anglo Saxon, period</p> <p>Roman way of life: hypocaust, forum, basilica, mosaic, chariot, army, troops, legion</p> <p>pre, post, AD, BC, BCE</p> <p>Tudors: monarch, court, Protestant, Catholic, courtier, state, power, alliances</p> |



BEECHFIELD SCHOOL

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| Year 5 | | |
|--|---|--|
| Knowledge/Theme | Skills | Vocabulary |
| <p>Understand the effect of historical events on people/places</p> <p>Ancient Egypt To know we can find out about ancient Egypt from artefacts that have survived. To know about the Pharaohs, e.g. Tutankhamen, Ramesses II, to know some representations of Cleopatra. To know some ancient Egyptian beliefs, e.g. about life after death.</p> <p>Medicine and disease To learn about the medical practices of prehistoric civilisations and Ancient Egyptians. To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks. To investigate Medieval medicine and the events during the Black Plague. To explore the medical practices of the Tudor period. To research the medical advancements and significant people during the Victorian period. To explore medicine in the 20th and 21st century.</p> <p>Britain since 1948 To know the reasons for, and results of changes in British life since 1948. To know some of the changes in work, home life, popular culture, population and technology. To know the causes of these changes and to know that changes in one area can lead to changes in another area.</p> | <p>Sequence and compare the effect of key events of a period in time studied – place on a time line</p> <p>Use IT/library to research details of a historical event</p> <p>Record, communicate and present knowledge in a variety of ways</p> <p>Use primary and secondary resources to deduct and infer about the past as well as explain change over time, e.g. archaeological discoveries, videos, pictures, artefacts, history books, replicas of objects</p> <p>Compare different accounts of history e.g. to think about different ways that the past is represented. To be critical of the evidence that is presented</p> <p>Compare life at the beginning and end of a specific time period</p> | <p>See year group vocabulary for specific topic</p> <p>Causer, effect, reasons, results</p> <p>Ancient, modern, BC, AD, god, goddess, tomb, pyramid, Canopic jar, hieroglyphics, architecture, beliefs</p> <p>Population, popular culture, work, emigration, immigration, industry, worker, leisure, media, transport, fashion</p> |



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| Year 6 | | |
|--|---|---|
| Knowledge/Theme | Skills | Vocabulary |
| <p>Use understanding of historical events to compare beliefs and behaviour across different periods.</p> <p>Discuss and write about the characteristics and behaviour of important historical figures.</p> <p>Know key dates and events of historical events studied links to other civilisations + Britain today.</p> <p style="text-align: center;">World War 2</p> <p>To know a timeline of events: When and where it took place, leaders and key events. To know what life was like for children: Blitz, evacuation, rationing. To know not all were impacted in the same way.</p> <p>To understand the impact of Second World War on society in general, i.e. how it affected everyone's everyday life.</p> <p>How the locality was impacted and the social and political impact on the world, e.g. United Nationals etc.</p> <p style="text-align: center;">Crime and punishment</p> <p>To know how crime and punishment have been dealt with over time: Vikings, Romans, Anglo Saxons Tudors, modern day</p> <p style="text-align: center;">Vikings/Anglo Saxons</p> <p>How do we know about the Anglo Saxon invasion, why and where they settled? What was the way of life like for the Anglo Saxons? Clothes, food, homes, women and men's work, transport, leisure, beliefs.</p> <p>How did Viking influence spread through different parts of the world and how, when and where the Vikings eventually settled in Britain.</p> | <p>Consider different ways that the past is represented and understand that there are different interpretations.</p> <p>Use understanding of historical events to compare beliefs and behaviour across different periods</p> <p>Discuss and write about the characteristics and behaviour of important historical figures</p> <p>To use primary and secondary sources to make connections between information provided in more than one source.</p> <p>To use sources and present what they have learnt, e.g. WWII consider messages in posters from the time, compare information about evacuation from different sources, e.g. about rationing, evacuation, impact of war on everyday life, historical novels</p> <p>Anglo Saxons - use primary resources, e.g. Sutton Hoo grave and the female grave at Apple Down, read extracts from written sources, e.g. Bede and the Anglo Saxon Chronicle. Ask and answer questions made from inferences about artefacts.</p> <p>Vikings – pictures, drawings, accounts of raids, how do we know they settled in Britain? – Artefacts, excavations – to think about what it would have been like to live in a Viking settlement.</p> | <p>Invade, settle, emigration, immigration, refugee conquest</p> <p>Romans, Anglo Saxons, Vikings</p> <p>Archaeology, excavate, dig, survey, finds</p> <p>Longboats, Norseman, warrior, monastery, Danelaw, King Alfred, Jorvik</p> <p>pre, post, AD,BC, BCE</p> <p>Blitz, air raid, bomb damage, submarines, allies, evacuee, billeting office, gas masks, ration books, black ours,</p> |