



BEECHFIELD SCHOOL

PROGRESSION OF KNOWLEDGE AND SKILLS

HISTORY



Throughout their time at Beechfield School, we aim for our children to be engaged, inspired and challenged by the History curriculum provided. Children will learn about a diverse range of influential people in Britain and the world. This document ensures children gain a range of knowledge and skills.

EYFS

Nursery	Reception
<p>Shows interest in the lives of people who are familiar to them</p> <p>Remembers and talks about significant events in their own experience</p> <p>Recognises and describes special times or events for family or friends</p> <p>Shows interest in different occupations and ways of life indoors and outdoors</p>	<p>ELG:</p> <p>Talk about the lives of the 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.</p>

Key Stage 1

Year 1	
Knowledge/Theme	Skills
<p><u>The History of Toys</u> - Changes within living memory (changes in national life) – comparison with Victorian toys as well as other eras</p> <p><u>Mary Seacole/Nelson Mandela</u> - Learn about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><u>Cassiobury Park</u> - Learn about significant places in Watford – compare buildings, landscape from the past and now</p>	<p>Talk in the past tense</p> <p>Sequence events from the past ('then' and 'now')</p> <p>Identify similarities and differences</p> <p>Ask and answer simple questions about the past</p> <p>Talk about why people did things in the past</p> <p>Create a timeline of their own life</p> <p>Understand what sources tell us about the past</p>
Vocabulary	
<p>History of toys- old, new, materials, plastic, wood, metal, Victorian era, modern.</p> <p>Mary Seacole/Nelson Mandela- influential, race, speeches, nurse, inspirational.</p> <p>Cassiobury Park- narrow boats, canal, landmarks, upper and lower bridge, changes, Cassiobury house, maps, band stand, Earls of Essex.</p>	



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Year 2	
Knowledge/Theme	Skills
<p><u>The Great Fire of London</u> - Events beyond living memory that are significant nationally/globally</p> <p><u>The First Aeroplane Flight</u> - Learn about a historical event</p> <p><u>Florence Nightingale</u> - Learn about a historical person</p>	<p>Sequence and compare the past using photos and artefacts</p> <p>Describe memories of key events</p> <p>Use sources to ask questions – how, when, why</p> <p>Talk/write about people from the past and key events</p> <p>Know how far back events have happened in comparison to today</p> <p>Talk/write about similarities and differences from the past and now</p> <p>Discover ways to find out about the past</p>
Vocabulary	
<p>Florence Nightingale – charity, conditions, hospital, impact, past, patient, present, primary source, Red Cross, Scutari, secondary source, society, Victorian, ward, wounded</p> <p>Great fire of London – bakery, London, River Thames, diary, eye-witness, embers, fire-hookers, fire-break, flammable, St Paul’s Cathedral</p> <p>First Aeroplane flight – Aeroplane, air craft, aviation, cabin, century, 20th century, cockpit, elevators, engine, flight, flying machine, fuselage, glider, hot air balloon, landing gear, jet, modern, propeller, rudder</p>	

Lower Key Stage 2

Year 3	
Knowledge/Theme	Skills
<p><u>Stone Age to the Iron Age</u> - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><u>Ancient Greece</u> - A study of Greek life and achievements and their influence on the western world</p> <p><u>How did Watford become a town?</u> - Local History study</p>	<p>Place events of the Stone Age and Iron ages/Ancient Greece along a timeline</p> <p>Ask and answer historically valid questions</p> <p>Use and understand historical vocabulary to talk about events in history (see knowledge maps)</p> <p>Understand what primary and secondary resources are</p> <p>Use resources to understand why historical changes happen</p> <p>Present ideas based on a studied time period</p>
Vocabulary	
<p>Stone Age to the Iron Age: Alloy bronze Celt earthquake iron tribe sacrifice</p> <p>Ancient Greece Acropolis: culture deity democracy mythology philosophy</p> <p>How did Watford become a town? Market town settlement medieval railway union</p>	



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Year 4

Knowledge/Theme	Skills
<p><u>Ancient Rome</u></p> <ul style="list-style-type: none"> - Julius Caesar's attempted invasion in 55-54 BC - The Roman Empire by AD 42 and the power of its army - Successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p><u>Local study</u></p> <ul style="list-style-type: none"> - How did Ancient Rome impact upon our local area? - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p><u>The Tudors</u></p> <ul style="list-style-type: none"> - The changing power of monarchs using case studies 	<p>Understand more complex terms e.g. BCE/AD</p> <p>Use terms related to the period and begin to date events</p> <p>Answer questions about historical sources</p> <p>Understand how to use a range of resources to build up a picture of the past</p> <p>Look for links and effects in time studied</p> <p>Use questioning to think about change, cause, similarity and difference, and significance using historical questioning</p> <p>Develop a broad understanding of ancient civilisations</p> <p>Give an explanation for events in the past</p>
<p>Vocabulary</p> <p>Ancient Rome – Emperor, Boudicca, Gladiator, Roman Numerals, Invade, Settle, Empire, Conquer</p> <p>Local Study – Verulamium, Abbey, Excavation, Municipum, Martyr</p> <p>Tudors – Beheading, Catholic, Protestant, Church of England, Execution, Heir, Monarch, Reformation, Reign, Treason.</p>	

Upper Key Stage 2

Year 5

Knowledge/Theme	Skills
<p><u>Ancient Egypt</u></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p> <p><u>Medicine and disease</u></p> <p>How have these changed from Ancient civilisations up until modern day?</p> <p><u>Ancient Maya</u></p> <p>A non-European society that provides contrasts with British history</p> <p><i>Writing – Victorians – comparing life then vs now</i></p>	<p>Sequence and compare the effect of key events of a period in time studied</p> <p>Use ICT/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 explain change over time</p> <p>Compare different accounts of history</p> <p>Compare life at the beginning and end of a specific time period</p> <p>Understand the effect of historical events on people/places</p>



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Vocabulary

Egyptians Akhet Canopic Jar Dynasty Egyptologist Hieroglyphics Mummification Papyrus Pharaoh Sarcophagus River Nile Pyramids

Medicine Through Time The Black Death The Great Plague Bile Primary source Secondary source Papyrus Printing press General Medical Council Quack Doctor

Mayans Archaeologist Codices Chichen Itza Civilisation Culture Drought Hieroglyphics Syllabogram Indigenous Mayan Logogram Polytheists Central America Trade

Year 6

Knowledge/Theme	Skills
<p><u>World War 2 – The Battle of Britain</u> A significant turning point in British history</p> <p><u>Anglo Saxons/Vikings</u> -Anglo-Saxon invasions, settlements and kingdoms: place names and village life -Anglo-Saxon art and culture - - Resistance by Alfred the Great and Athelstan, first king of England -Further Viking invasions and Danegeld -Anglo-Saxon laws and justice -Edward the Confessor and his death in 1066</p> <p><u>Crime and punishment in the UK</u> -A narrative of the changes similarities and differences across time from Roman Britain to now</p>	<p>Use relevant dates and terms</p> <p>Justify why different versions/viewpoints of the past may exist</p> <p>Link sources to draw conclusions about events</p> <p>Compile knowledge from a range of resources to create account of a period of time</p> <p>Consider the accuracy of historical 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>Know key dates and events of historical events studied</p>

Vocabulary

WWII Allies, Axis, Atomic Bomb, Nazi Party, Annex, Propaganda, Blitz

Anglo Saxons Conquered, Danegeld, Exile, Invade, Kingdom, Longship, Outlawed, Pagans, Pillaged, Raid, Scandinavia, Settlement, Vikings, Wergild

Crime and Punishment Jury, Rehabilitation, Trial, Laws, Evidence, Vindicate, Reformation, Sentence, Defend, Deterrent, Justice, Capital punishment, Crime, Court, Heresy, Corporal punishment, Innocent, Prosecute, Criminal