



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: Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>



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Key Stage 1

Year 1	
Knowledge/Theme	Skills
<p><u>Cassiobury Park</u> - Learn about significant places in Watford – compare buildings, landscape from the past and now</p> <p><u>Important people in History</u> - Learn about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>- Learn about changes within living memory and events beyond living memory</p> <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>- Learn about the past and events beyond and within living memory</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>Choose and use key parts of stories/sources to show understanding of events</p> <p>Identify different ways of life in different periods</p>
Vocabulary	
<p>past, present</p> <p>History of toys- old, new, Victorian era, modern, technology</p> <p>Important people- influential, race, speeches, nurse, leader, astronaut, composer, explorer, scientist,</p> <p>Cassiobury Park- similar, different, monarchy, landmarks, changes</p>	



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Year 2	
Knowledge/Theme	Skills
<p><u>Florence Nightingale</u> - Learn about a historical person who has contributed to national/international achievements</p> <p><u>The Great Fire of London</u> - Events beyond living memory that are significant nationally/globally</p> <p><u>Indus Valley</u> - Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</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>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</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 – traditional expectations, charity, conditions, hospital, impact, patient, source, Red Cross, Victorian, ward, wounded, improve, hygienic, commemorated, fair/unfair</p> <p>Great fire of London – bakery, diary, eye-witness, embers, flammable, impact</p> <p>Indus Valley – chronology, Ancient, civilisation, settlement, archaeologist, decline, downfall</p>	



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Lower Key Stage 2

Year 3	
Knowledge/Theme	Skills
<p><u>Stone Age, Bronze Age, Iron Age</u></p> <ul style="list-style-type: none"> - 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><u>Ancient Greece</u></p> <ul style="list-style-type: none"> - A study of Greek life and achievements and their influence on the western world <p><u>Ancient Benin</u></p> <ul style="list-style-type: none"> - A non-European study – compare and contrast this with Britain 	<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: Stone Age, Bronze Age, Iron Age, primary/secondary resource, account, farming, hunter, gatherer, pre-historic, hillfort, tribe</p> <p>Ancient Greece: belief, culture, empire, democracy, ancient, evidence, compare, contrast, legacy, citizen, civilisation</p> <p>Benin: kingdom, oral tradition, artefact, slave, colonisation, inhabitant, invention</p>	



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Year 4

Knowledge/Theme	Skills
<p><u>Ancient Rome</u> - Roman Empire and its impact on Britain</p> <p><u>Early Islamic Civilisation</u> - non-European study – compare and contrast this with Britain</p> <p><u>The Tudors</u> - The changing power of monarchs using case studies</p>	<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, centurion, invade (vs settlement), conquer, taxes, Early Islamic Civilisation – Islam, faith, growth, trade, power, influence, wealthy Tudors – Tudor, Catholic, Christian, Protestant, Church of England, execution, heir, monarch, monastery, reformation, reign, treason, cause, significant, dissolution, succession</p>	



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Upper Key Stage 2

Year 5	
Knowledge/Theme	Skills
<p><u>Ancient Egypt</u> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared - an in-depth study</p> <p><u>Medicine and disease</u> How have these changed from Ancient civilisations up until modern day. Establishing clear narratives within and across the periods they study</p> <p><u>Ancient Maya</u> A non-European society that provides contrasts with British history</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>
Vocabulary	
<p>Ancient Egyptians – hieroglyphs, linguist, mummification, cultural practice, dynasty,</p> <p>Medicine Through Time - The Black Death, The Great Plague, Papyrus, Hippocratic oath, unqualified, vaccination, life expectancy, physician, trend</p> <p>Ancient Maya - Maya/Mayan, drought, Polytheists, discrimination</p>	



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Year 6	
Knowledge/Theme	Skills
<p><u>World War 2 – The Battle of Britain</u> A significant turning point in British history</p> <p>Local history (Sandringham Road in Watford)</p> <p><u>Anglo Saxons/Vikings</u> Settlement in Britain by the Anglo Saxons</p> <p>Invasions, settlements and kingdoms</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	
<p>WWII allies, axis, Nazi, annex, propaganda, blitz, turning point, criminalisation, Wind Rush, Commonwealth, cooperation, development,</p> <p>Anglo Saxons Anglo Saxon, conquered, danegeld, exile, longship, outlawed, pillaged, raid, Scandinavia, Vikings, Wergild, claim (land), Danelaw</p> <p>Crime and Punishment jury, rehabilitation, trial, laws, evidence, vindicate, sentence, defend, deterrent, justice, capital punishment, crime, court, heresy, corporal punishment, innocent, prosecute, criminal, trend</p>	