



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 historical knowledge and skills.

EYFS - Nursery

History is taught through 'Understanding the World' which is a specific area. It includes history, RE, science and geography.

There are three areas within 'Understanding the World'

- Past and Present
- People, Culture and Communities
- The Natural World

Understanding the world is part of the investigation station in all EYFS classrooms and is part of continuous provision for children to access throughout the day. We assess each child in 'Understanding the World' every term using Birth to 5 Matters.

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|---|--|---|
| Autumn | <ul style="list-style-type: none"> Talk about birthdays, festivals or holidays. | Now Before Family Home Me Baby Old New |
| All About Me Celebrations | <ul style="list-style-type: none"> Show curiosity about different family histories (Eg. Harvest, Diwali and Christmas) | |
| Spring | <ul style="list-style-type: none"> Show curiosity about different family histories (Eg. Chinese New Year and Easter) Talk about animals from the past (Eg. Dinosaurs) | |
| Around the World Grow and Change | <ul style="list-style-type: none"> Talk about changes they have made throughout nursery – Use Tapestry photos to show changes. Talk about what makes them unique (Eg. Past and present events in their life) Talk about past, present and future (Eg. Leaving Nursery and going to Reception) | |
| Summer | <ul style="list-style-type: none"> Talk about changes they have made throughout nursery – Use Tapestry photos to show changes. Talk about what makes them unique (Eg. Past and present events in their life) Talk about past, present and future (Eg. Leaving Nursery and going to Reception) | |
| Let's Investigate Let's Tell A Story | <ul style="list-style-type: none"> Talk about changes they have made throughout nursery – Use Tapestry photos to show changes. Talk about what makes them unique (Eg. Past and present events in their life) Talk about past, present and future (Eg. Leaving Nursery and going to Reception) | |

Assessment

Range 5:

Remembers and talks about significant events in their own experiences



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Key Stage 1

| Year 1 | |
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| 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.] 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. 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 using 'past' and 'present'.</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> |
| <p>Vocabulary</p> <p>past, present History of toys- old, new, Victorian era, modern, technology Important people- influential, race, speeches, nurse, leader, astronaut, composer, explorer, scientist, Cassiobury Park- similar, different, monarchy, landmarks, changes</p> | |

| 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.</p> <p>Identify similarities and differences between ways of life in different periods.</p> | <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Use sources to ask questions – how, when, why?</p> <p>Sequence and compare the past using photos and artefacts.</p> <p>Know how far back events have happened in comparison to today.</p> <p>Describe memories of key events. Talk/write about people from the past and key events. Talk/write about similarities and differences from the past and now.</p> |
| <p>Vocabulary</p> <p>Florence Nightingale – traditional expectations, charity, conditions, hospital, impact, patient, source, Red Cross, Victorian, ward, wounded, improve, hygienic, wounded, commemorated, fair/unfair Great fire of London – bakery, diary, eye-witness, embers, flammable, impact Indus Valley – chronology, Ancient, civilisation, settlement, archaeologist, decline, downfall</p> | |



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Lower Key Stage 2

| Year 3 | |
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| Knowledge/Theme | Skills |
| <p><u>Stone Age, Bronze Age, 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>Ancient Benin</u> A non-European study – compare and contrast this with Britain.</p> | <p>Understand what primary and secondary resources are.</p> <p>Use resources to understand why historical changes happen.</p> <p>Place events of the Stone Age and Iron Age/Ancient Greece/Ancient Benin along a timeline.</p> <p>Ask and answer historically valid questions.</p> <p>Use and understand historical vocabulary to talk about events in history.</p> <p>Present ideas based on a studied time period.</p> |
| <p>Vocabulary</p> <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> | |

| 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 how to use a range of resources to build up a picture of the past. Answer questions about historical sources.</p> <p>Understand more complex terms e.g. BCE/AD. Use terms related to the period and begin to date events.</p> <p>Develop a broad understanding of ancient civilisations.</p> <p>Look for links and effects in time studied Use questioning to think about change, cause, similarity and difference, and significance using historical questioning</p> <p>Give an explanation for events in the past.</p> |
| <p>Vocabulary</p> <p>Ancient Rome – emperor, centurion, invade, conquer, taxes,</p> <p>Early Islamic Civilisation – Islam, faith, growth, trade, power, influence, wealthy</p> <p>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 understanding and treatment has 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>Use primary and secondary resources to explain change over time. Compare different accounts of history.</p> <p>Use ICT/library to research details of a historical event.</p> <p>Sequence and compare the effect of key events of a period in time studied. Compare life at the beginning and end of a specific time period.</p> <p>Record, communicate and present knowledge in a variety of ways</p> <p>Understand the effect of historical events on people/places.</p> |
| <p>Vocabulary</p> <p>Egyptians – hieroglyphs, linguist, mummification, cultural practice, dynasty, Medicine Through Time The Black Death, The Great Plague, Papyrus General Medical Council Quack Doctor, Hippocratic oath, unqualified, vaccination, Mayans Archaeologist Codices Chichen Itza Civilisation Culture Drought Hieroglyphics Syllabogram Indgenous Mayan Logogram Polytheists Central America Trade</p> | |

| 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, laws and justice. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. 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>Compile knowledge from a range of resources to create account of a period of time. Justify why different versions/viewpoints of the past may exist. Link sources to draw conclusions about events</p> <p>Consider the accuracy of historical interpretations</p> <p>Use relevant dates and terms 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> |
| <p>Vocabulary</p> <p>WWII Allies, Axis, 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</p> | |