



## Frimley Church of England School

### History - Skills and Knowledge Progression



#### **Intent**

At Frimley, we believe it is important for children to develop a coherent knowledge and understanding of Britain and the world around them. History provides children with the opportunity to explore the past; learning about significant people and key events in Britain and the wider world and to begin to understand how such events have shaped and influenced our lives today. We aim to make learning more child-led, which is driven by the children's interests whilst meeting the needs of the national curriculum objectives. We ensure learning is relevant to them by learning about and making comparisons to our local area. A chronological awareness is key in history and we expect children to be able to place events, people and changes into correct periods of time, as well as use dates and vocabulary appropriately.

#### **Implementation**

- History provides children with the opportunity to develop a secure knowledge of the past and to inspire curiosity and develop skills of enquiry and questioning, allowing them to become open minded "historical detectives" who explore the past in exciting and creative ways.
- We aim to bring the past to life through practical first hand experiences, such as role play and workshops, and the use of a variety of primary and secondary resources, such as artefacts, to help the children find clues and deduce information about the past.
- As children progress through the school, they are taught to further develop their critical thinking skills and investigate and interrogate historical evidence and communicate their findings in creative and engaging ways.

#### **Impact**

Children will:

- Become increasingly aware of how historical events have shaped the world that they currently live in and impact upon our future.
- Develop an awareness and sense of curiosity about how our past influences who we are today and History's links with our British Values.
- Develop a better understanding of History within our local community.
- Be equipped with transferrable knowledge and skills which help to prepare them for the next stage of their learning and for life as an adult in the wider world.

#### **National curriculum expectations:**

By the end of Key Stage 2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from

a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

**Pupils should be taught to:**

- Show a chronologically secure knowledge and understanding of British, local and world history.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Show secure knowledge and understanding of significant events that have shaped our world today and impact upon our future.
- Foster an awareness and a sense of curiosity about how our past influences who we are today.
- Understand how our knowledge of the past is constructed from a range of sources.

**What Frimley offers to its pupils:**

	Year 3	Year 4	Year 5	Year 6
Knowledge Time Periods to be studied	<p><b>Pre-Roman Britain – Stone Age to Iron Age</b></p> <p>Enquiry – What was new about the New Stone Age?</p> <p>Enquiry – Which was more impressive – the Bronze Age or Iron Age?</p> <p><b>Early Civilisations and Ancient Egypt</b></p> <p>Enquiry: How much did the Ancient Egyptians achieve?</p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p>Enquiry – What happened when the Romans came to Britain?</p> <p><b>Ancient Greeks</b></p> <p>Enquiry – What did the Greeks do for us?</p>	<p><b>Anglo Saxons and Scots</b></p> <p>Enquiry: Was the Anglo-Saxon period really a Dark Age?</p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <p>Enquiry: Would the Vikings do anything for money?</p> <p><b>Local study dating from a period beyond 1066- Samuel Cody and his impact upon aviation in Britain.</b></p> <p>Enquiry: How did flight change the World?</p>	<p><b>Mayan Civilization (Non-European Study)</b></p> <p>Enquiry: Why should we remember the Maya?</p> <p><b>Crime and punishment</b></p> <p>Enquiry: How has crime and punishment changed over time?</p> <p><b>Study dating beyond 1066 (Home front in WW2)</b></p> <p>Enquiry: How did the efforts on the home front impact World War 2?</p>
Local Links	Bronze Age burial mounds at Horsell Common and remains of Iron Age hillforts at Hascombe Hill in Chertsey and St George’s Hill in Weybridge.	Local links – the modern A3 and A24 follows the Roman road connecting London to Chichester known as Stane Street.		
Skills	<p><u>Chronological understanding:</u></p> <p>Start to develop understanding that the past can be divided into different periods of time by placing events, people and changes into correct periods of time.</p> <p>Begin to use dates to place events, people and features of particular eras on a timeline and compare durations of eras or events (<i>maths Y3</i>) and begin to use of historical vocabulary. Describe</p>	<p><u>Chronological understanding:</u></p> <p><b>Show</b> understanding that the past can be divided into different periods of time by placing events, people and changes into correct periods of time.</p> <p>Use dates to place events, people and features of particular eras on a timeline <b>including BC and AD dates (<i>maths Y4</i>), and make correct use of historical period terms such as ancient, medieval, modern, century and decade.</b> Describe similarities and differences within and</p>	<p><u>Chronological understanding:</u></p> <p><b>Use dates including BC and AD.</b></p> <p>Have knowledge and understanding of the chronology of the British, local and world history studied</p> <p><b>Recognise characteristic features of periods and societies studied</b></p> <p><b>Pick out connections, contrasts and trends over time within and across different periods</b></p>	<p><u>Chronological understanding:</u></p> <p>Use dates <b>precisely</b> including BC and AD and <b>say, read and write dates accurately (<i>maths Y6</i>)</b></p> <p>Have a <b>secure</b> knowledge and understanding of the chronology of the British, local and world history studied</p> <p><b>Identify</b> characteristic features of periods and societies studied</p> <p>Pick out connections, contrasts and trends over time within and across different periods</p>

	<p>similarities and differences within and across different periods.</p> <p><u>Knowledge and understanding of events, people and changes in the past:</u> Use simple evidence to show knowledge of some of the main events, people and changes studied Suggest reasons for events in different times. Use concrete examples to identify similarities and differences over time. e.g. what clothes rich and poor people wore, how fires were dealt with in different eras</p> <p><u>Historical interpretation:</u> Identify some of the different ways in which the past is represented</p> <p><u>Historical inquiry:</u> Start to ask historical questions, e.g. about a picture, artefact or story; after using simple sources. Develop research skills.</p> <p><u>Organisation and communication:</u> Communicate knowledge simply, using sentences with some historical terms.</p>	<p>across different periods <b>and suggest reasons for them.</b></p> <p><u>Knowledge and understanding of events, people and changes in the past:</u> <b>Use evidence</b> to show knowledge of some of the main events, people and changes studied <b>Give a reason</b> for the occurrence of an event or action <b>relating to other people</b> in different times <b>and say what happened as a result</b> <b>Demonstrate knowledge of concrete examples of continuity and change over time by identifying what has stayed the same and what has changed</b>, e.g. what clothes rich and poor people wore, how fires were dealt with in different eras</p> <p><u>Historical interpretation:</u> Identify some of the different ways in which the past is represented and <b>interpreted</b></p> <p><u>Historical enquiry:</u> Ask <b>appropriate</b> historical questions, e.g. about a picture, artefact or story; <b>after research</b> or using sources, <b>propose some additional questions for future consideration</b> <b>Use research skills to answer questions and give some valid reasons to substantiate answers</b></p> <p><u>Organisation and communication:</u> Communicate knowledge <b>clearly</b>, using <b>paragraphs</b> to <b>organise ideas (English Y4)</b> and <b>use and spell</b> historical terms accurately</p>	<p><u>Knowledge and understanding of events, people and changes in the past:</u> <b>Select relevant evidence from a range of</b> sources and describe the events, people and places. Demonstrate historical understanding when identifying and explaining causes of events and changes. Demonstrate an understanding of continuity and change over time, making links to show how one thing may depend upon another Identify historically significant people and events</p> <p><u>Historical interpretation:</u> <b>Understand how</b> our knowledge of the past is constructed from a range of sources</p> <p><u>Historical enquiry:</u> <b>Devise historical</b> questions about change, cause, similarity, difference and significance <b>Begin to construct informed responses to questions</b> about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources</p> <p><u>Organisation and communication:</u> <b>Produce responses that involve selection and organisation of relevant historical information, using some dates and historical terms.</b></p>	<p><u>Knowledge and understanding of events, people and changes in the past:</u> <b>Find evidence to show knowledge and describe in detail events, people and places</b> Identify explain causes of events and changes, <b>describing and explaining consequences.</b> Demonstrate knowledge of continuity and change over time, making links to show how one thing may depend upon another Identify historically significant people and events.</p> <p><u>Historical interpretation:</u> Understand how our knowledge of the past is constructed from a range of sources</p> <p><u>Historical enquiry:</u> Devise historically <b>valid</b> questions about change, cause, similarity, difference and significance <b>Construct</b> informed responses to questions about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources</p> <p><u>Organisation and communication:</u> Produce <b>structured informed</b> responses that involve <b>thoughtful</b> selection and organisation of relevant historical information, making appropriate use of dates and historical terms which are spelt correctly (<i>maths Y4</i>), <b>with ideas linked across paragraphs (English Y6)</b></p>
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