



Clapham and Patching CofE Primary School History Progression Document

Year R, 1 and 2 – Cycle A				
Chronology	Concepts	Interpretation	Enquiry	Communication
<ul style="list-style-type: none">●To understand that my life is different from the lives of people in the past.●To understand the difference between things that happened in the past and the present.●To describe things that happened to me and other people in the past●To order a set of objects chronologically.●To use a timeline to place important events	<ul style="list-style-type: none">●To identify similarities and differences between different times.●To give a reason for why people in the past acted the way they did.	<ul style="list-style-type: none">●To understand that we can use books, photographs, videos, historical buildings and artefacts to find out about the past.●To be able to comment on what or how I found things out.	<ul style="list-style-type: none">●To identify the different ways in which the past is represented●To explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”●To look at objects from the past, ask questions i.e, “What were they used for?”, and try to answer.●To develop skills to study history by hypothesising, questioning and investigating	<ul style="list-style-type: none">●To use common words and phrases relating to the passing of time such as now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young●To sort events or objects into groups (i.e. then and now.)●To use timelines to order events or objects●To recount stories about the past●To talk about, sometimes write about and draw things from the past.
Knowledge				
	Autumn 1	Spring 1	Summer 1	
<p>Black History Month:</p> <p><i>What can music teach us about Black history?</i></p> <ul style="list-style-type: none">●Origins of Calypso music●Arrival of the Windrush in Britain●Notting Hill Carnival●Instruments	<p>Significant historical events, people and places in their own locality - <i>Who lives in Arundel Castle</i></p> <p>To describe significant historical events, people, and places in their own locality and beyond (KS1)</p>	<p>Changes in Living Memory - Telephones):</p> <p>First telephone invented 1876 by Alexander Graham Bell. Involved an operator patching through calls.</p> <p>Land lines installed in homes in 1930s</p> <p>Changes from rotary phone to the push button</p> <p>Introduction of mobile phone and the subsequent changes in size and function of mobile phones; impact on people’s lives.</p> <p>Importance of transport functionality for local community; changes in life with advancement of transport.</p> <p>Smart phones including the internet and touch screen evolved 2003 onwards; impact on people’s lives.</p>	<p>Significant historical events, people and places in their own locality</p> <p>Grace Darling.</p> <p>History of Littlehampton lifeboat and funding from Blue Peter appeals.</p>	



Clapham and Patching CofE Primary School

History Progression Document

Year R, 1 and 2 – Cycle B				
Objectives				
Chronology	Concepts	Interpretation	Enquiry	Communication
<ul style="list-style-type: none"> ● To recount changes in my own life over time. ● To be able to talk about a time before I was born. ● To understand how to put people, events and objects in order of when they happened, using a scale. ● To place the people and events I am studying on a basic timeline. ● To name a few people in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> ● To compare aspects of life in different periods ● To be able to give more than one cause for an event that happened in the past. ● To give a few consequences as a result of an event that happened in the past. 	<ul style="list-style-type: none"> ● To understand and be able to use a range of ways to find out about the past (for example, pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet) ● To understand the importance of basing my ideas in evidence. 	<ul style="list-style-type: none"> ● To analyse artefacts and sources by asking questions. ● To choose and use evidence to show I know and understand key features of events or people's lives I am studying. 	<ul style="list-style-type: none"> ● To understand and use the words past and present when telling others about an event. ● To describe objects, events or people in the past. ● To develop the skills of presenting an idea. ● To explain why some people and events are significant. ● To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT
Knowledge				
	Autumn 1	Spring 1	Summer 1	
Black History Month: <i>What can music teach us about Black history?</i> <ul style="list-style-type: none"> ● Origins of Calypso music ● Arrival of the Windrush in Britain ● Notting Hill Carnival ● Instruments 	Significant individuals: Famous Explorers – comparing Columbus and Armstrong or Ella McArthur and Amelia Earhart	Significant Events - <i>Who or what is to blame for the damage caused by the Great Fire of London?</i> Atmosphere and geography of Stuart London: comparison with London now, impact of the plague. Origins and causes of the fire Reasons why the fire spread: Wooden houses close together/ open fires/ narrow alleyways for fire to jump etc.	Significant Event <i>Findon Sheep Fair</i>	



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		Different perspectives (e.g. Samuel Pepys/Thomas Farrinor/Thomas Bloodworth/King Charles II/ fire and wind?)	
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Year R, 1 and 2 – Cycle C				
Objectives				
Chronology	Concepts	Interpretation	Enquiry	Communication
<ul style="list-style-type: none"> ●To recount changes in my own life over time. ●To be able to talk about a time before I was born. ●To understand how to put people, events and objects in order of when they happened, using a scale. ●To place the people and events I am studying on a basic timeline. ●To name a few people in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> ●To compare aspects of life in different periods ● To be able to give more than one cause for an event that happened in the past. ●To give a few consequences as a result of an event that happened in the past. 	<ul style="list-style-type: none"> ●To understand and be able to use a range of ways to find out about the past (for example, pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet) ●To understand the importance of basing my ideas in evidence. 	<ul style="list-style-type: none"> ●To analyse artefacts and sources by asking questions. ●To choose and use evidence to show I know and understand key features of events or people's lives I am studying. 	<ul style="list-style-type: none"> ●To understand and use the words past and present when telling others about an event. ●To describe objects, events or people in the past. ●To develop the skills of presenting an idea. ●To explain why some people and events are significant. ●To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT
Knowledge				
	Autumn 1	Spring 1	Summer 1	



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<p>Black History Month:</p> <p><i>What can music teach us about Black history?</i></p> <ul style="list-style-type: none">● Origins of Calypso music● Arrival of the Windrush in Britain● Notting Hill Carnival● Instruments	<p>Changes within living memory to reveal aspects of change in National life</p> <p>Grandmas toys</p>	<p>Comparing aspects of life in different periods- Queen Victoria and Elizabeth I</p>	<p><i>Should we call Grace O'Malley a pirate?</i></p> <ul style="list-style-type: none">● Description and understanding of the term 'pirates' vs stereotypical images.● Main events in life of Grace O'Malley: early life in County Mayo, desire to be at sea (cut off hair), rivalry with Joyces, kidnapping of Lord Howth son, animosity with Sir Richard Bingham.● Comparison of aspects of life in the sixteenth century and today: transport, housing, clothing, communication.● Grace O'Malley's meeting with Elizabeth I.● Reasons for Grace's actions. <p>Different representations of Grace.</p>
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Year 2 and 3 - Cycle A

Objectives

Chronology	Concepts	Interpretation	Enquiry	Communication
<ul style="list-style-type: none"> To understand that a timeline can be divided into BCE and CE. To use a timeline to place historical events in chronological order To be able to remember some dates and order significant events from the periods studied To sequence events or artefacts according to my chronological understanding of the periods I have studied. To understand how some historical events occurred concurrently in different locations 	<ul style="list-style-type: none"> To identify a range of similarities and differences between different time periods in the past To be able to reflect on the significance of what I have learned about the past. 	<ul style="list-style-type: none"> To describe how the past can be represented in a few different ways. To compare a few ways in which the past has been presented. To begin to use evidence to support my understanding of the past. To begin to use tentative language when talking about what I learn from the evidence I gather from the past (i.e. this 'could' be, this 'might' mean) 	<ul style="list-style-type: none"> To use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past To begin to ask historically valid questions about the past. 	<ul style="list-style-type: none"> To write answers to questions about the past using one or more sources of information to help me. To begin to use place value in the context of timelines. To present recalled or selected information in a variety of ways (e.g. drawing, writing, role play and ICT) using key historical vocab, with some guidance from my teacher.

Knowledge

	Autumn 1	Spring 1	Summer 1
Black History Month: <i>What can music teach us about Black history?</i> Evolution of Reggae in Britain in the 1970s Reggae influence on other artists 1970s British multiculturalism and activism	Vikings: <i>To what extent do you agree that the Vikings were "a bunch of ruthless killers"?</i> <ul style="list-style-type: none"> Viking origin and reasons for migration to Britain Tactics of battle and invasions Features of Viking settlements and society Viking trading routes Tensions between Anglo-Saxons and Vikings (resistance and attacks) Comparison of Alfred the Great and King Cnut, including achievements of Vikings as leaders. 	Local Study: <i>How far do you agree with the statement: Local Rivers</i>	Ancient Civilisations Overview: <i>Who made the greatest contribution to western society?</i> <ul style="list-style-type: none"> Importance of settling along a river Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China: when and where these were (importance of lines of latitude and location) Ancient Sumer - Standard of Ur, the wheel of chariot and aqueduct Indus - City planning, drainage Shang - Bronze work/weaponry, instruments Egypt - Irrigation, pyramids (building)



Clapham and Patching CofE Primary School History Progression Document

Year 2 and 3 - Cycle B

Objectives

Chronology	Concepts	Interpretation	Enquiry	Communication
<ul style="list-style-type: none"> To understand that a timeline can be divided into BCE and CE. To use a timeline to place historical events in chronological order To be able to remember some dates and order significant events from the periods studied To sequence events or artefacts according to my chronological understanding of the periods I have studied. To understand how some historical events occurred concurrently in different locations 	<ul style="list-style-type: none"> To identify a range of similarities and differences between different time periods in the past To be able to reflect on the significance of what I have learned about the past. 	<ul style="list-style-type: none"> To describe how the past can be represented in a few different ways. To compare a few ways in which the past has been presented. To begin to use evidence to support my understanding of the past. To begin to use tentative language when talking about what I learn from the evidence I gather from the past (i.e. this 'could' be, this 'might' mean) 	<ul style="list-style-type: none"> To use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past To begin to ask historically valid questions about the past. 	<ul style="list-style-type: none"> To write answers to questions about the past using one or more sources of information to help me. To begin to use place value in the context of timelines. To present recalled or selected information in a variety of ways (e.g. drawing, writing, role play and ICT) using key historical vocab, with some guidance from my teacher.

Knowledge

	Autumn 1	Spring 1	Summer 1
<p>Black History Month:</p> <p><i>What can music teach us about Black history?</i></p> <p>Evolution of Reggae in Britain in the 1970s Reggae influence on other artists 1970s British multiculturalism and activism</p>	<p>Stone Age and Bronze Age:</p> <p><i>Impressive innovators or primitive people; which one best describes the early human?</i></p> <ul style="list-style-type: none"> Change from hunter-gatherer to farmer lifestyle Changes through the periods of the Stone Age Changes in homes (Skara Brae focus) The advancement from flint to bronze Discovery of bronze and consequences Uses of bronze 	<p>Significant changes in History:</p> <p>How children's entertainment has changed through the ages.</p>	<p>Romans:</p> <p><i>Septimius Severus, Boudica or Claudius Caesar; who was the most effective leader?</i></p> <ul style="list-style-type: none"> Context of Britain within the Roman Empire. Roman invasion of Britain - Julius Caesar's failed attempts and reasons for Claudius' success. Hadrian's Wall Structure and organisation of the Roman army; reasons for success. Iceni tribe & Celtic resistance; Boudicca's leadership & revolt. Septimus Severus' rise to power and achievements; military reform, attempted strengthening control of Caledonia



Clapham and Patching CofE Primary School History Progression Document

Year 5 and 6 – Cycle A				
Chronology	Concepts	Interpretation	Enquiry	Communication
<ul style="list-style-type: none">●To use relevant terms and period labels about the past.●To order significant events and eras on a timeline.●To describe the main changes in a period of history.●To identify and explain that some historical events occurred concurrently in different locations.	<ul style="list-style-type: none">●To draw connections between different places and periods I have studied.●To articulate and analyse the impact of events and changes in the past on my own life.●To identify and explain some of the causes and consequences of historical events.●To understand the complexity of people’s lives in the past and consider their motives, reasons and consequences of their actions and lifestyle.	<ul style="list-style-type: none">●To explain that the past can be represented in many different ways.●To consider different viewpoints when studying sources from the past.●To evaluate evidence and carefully select from a range of historical sources to find relevant historical information.●To make judgments about the reliability of sources I use.	<ul style="list-style-type: none">●To devise and answer my own historically valid questions.●To begin to make perceptive judgement about the reliability of sources.●To make choices about which sources to use, understanding that there is often not a single answer to an historical question.●To understand that the past is constructed using a range of sources (e.g. archive materials, printed materials, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites) and can use these to collect evidence about the past	<ul style="list-style-type: none">●To construct informed responses about the past by thoughtfully selecting and organising relevant historical information.●To communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT●To use key historical terms accurately in writing and explanations.●To tell stories of events within and across time periods I have studied with accuracy.
Knowledge				
	Autumn 1	Spring 1	Summer 1	
<p>Black History Month:</p> <p><i>What can music teach us about Black history?</i></p> <ul style="list-style-type: none">● Evolution of rap and grime● Role of grime/rap/drill in the context of subversive art form● Treatment of black people in the media● Role of Britain in the slave trade	<p>The Space Race</p> <p>Understand the major countries involved in the Space Race and its origins.</p> <p>Comprehend key events in the Space Race between USSR and America until end of the Cold War.</p> <p>Evaluate the technological advances and setbacks in the Space Race.</p> <p>Investigate Neil Armstrong's landing on the moon and its impact.</p> <p>Understand the Modern Space Race and key participants.</p> <p>Investigate advancements in the Modern Space Race</p>	<p>History of Clapham and Patching Village during WW2.</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people’s lives; evaluating the effectiveness of primary sources and the role Clapham and Patching Villages played</p>	<p>Ancient Greece:</p> <p><i>Which elements of Ancient Greek life and their achievements would you incorporate into your own Utopian society?</i></p> <ul style="list-style-type: none">● Ancient Greece - geographical and historical context.● Key achievements and features of society: education, democracy and government, Olympics● Equality and fairness in Ancient Greece – spotlight on women and slaves.	



Clapham and Patching CofE Primary School

History Progression Document


			Impact of Greek achievements on our lives today.
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Clapham and Patching CofE Primary School

History Progression Document

Year 5 and 6 - Cycle B

Chronology	Concepts	Interpretation	Enquiry	Communication
<ul style="list-style-type: none">To use relevant terms and period labels.To show a chronologically secure understanding of local and national history.To identify specific changes within and across different periods over a long arc of development.	<ul style="list-style-type: none">To draw connections between different places and periods I have studied.To analyse the reasons for change and continuity across a certain time period.To identify different types of causes for an event or change.To suggest the most important cause or result.To discuss trends over time.To describe social, cultural, religious and ethnic diversity in Britain	<ul style="list-style-type: none">To explain that the past can be represented in many different ways.To identify and give reasons why there may be different accounts of history.To understand the term ‘bias’ and how it can affect historical interpretation.To evaluate evidence and carefully select the most reliable form.To explain the difference between primary and secondary sources.	<ul style="list-style-type: none">To devise and answer my own historically valid questions.To make perceptive judgements about the reliability of sources, based on my understanding of the source.To make detailed use of carefully selected sources to help me reach a conclusion.To know that the past is constructed using a range of sources (e.g. archive materials, printed materials, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites) and can use these to collect evidence about the past	<ul style="list-style-type: none">To construct informed responses about the past by thoughtfully selecting and organising relevant historical information.To make pertinent and valid comparisons between periods.To communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICTTo use key historical terms accurately in writing and explanations.
Knowledge				
	Autumn 1	Spring 1	Summer 2	
<div> History Month:</div> <p><i>What can music teach us about Black history?</i></p> <ul style="list-style-type: none">Evolution of rap and grimeRole of grime/rap/drill in the context of subversive art formHistory of institutionalised racism in certain jobs dating back to Jim CrowBLM protests against police violence	<p>Anglo-Saxons:</p> <p><i>What lasting impact did the Anglo-Saxons have on Britain?</i></p> <ul style="list-style-type: none">Anglo-Saxons origin and reason for migration to BritainFeatures of Anglo-Saxon settlements and challenges on arrivalStudy of Anglo-Saxon artefacts and cultureImpact of religious conversion, law and order and language. <p>Life and achievements of Alfred the Great.</p>	<p>Vikings:</p> <p><i>To what extent do you agree that the Vikings were “a bunch of ruthless killers”?</i></p> <p>Viking origin and reasons for migration to Britain Tactics of battle and invasions Features of Viking settlements and society Viking trading routes Tensions between Anglo-Saxons and Vikings (resistance and attacks) Comparison of Alfred the Great and King Cnut, including achievements of Vikings as leaders.</p> <ul style="list-style-type: none">	<p>Ancient Mayan Civilization:</p>	