

History Key Skills Progression

	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Understanding the world -people and communities	AUTUMN *Me and My World SPRING *Once Upon a Time SUMMER *Mini-beasts and Mega-beasts	AUTUMN *Home and Away- Royal Homes *To infinity and beyond! SPRING *Frozen Planet *Land Ahoy! SUMMER *Plants and Growing *Around the world in 7 weeks	SPRING *Fire Fire / Living in London Featuring the Great Fire of London SUMMER *Significant Individuals *Here be Dragons KS1 Production Born to be Wild Flying High	In the Beginning Invaders & Settlers Incredible India	Anglo Saxons and Vikings Protecting our world Ancient Egypt	Adventure is out there! Follow that Star! At the bottom of the world The Golden Age of Islam Feel the Force Grand Designs	Walk on the wild side Lest we forget Victorians Tales of the River Bank It's all Greek Cityscape
Skills	Has a sense of own immediate family and relations - including parents and grandparents who are older and lived in the immediate past. In play imitates everyday actions and events from own family and cultural background. Learns that they have similarities and differences that connect them to, and distinguish them from others. know about similarities and differences in relation to places, objects, materials and living things. talk about the features of their own	Explore pictures of themselves as babies and recognise the ways in which they have changed. Explore the way the world has changed since their parents/grandparents were their age. Celebrate birthdays and getting older. Explore traditional fairy tales and tales that originate in a variety of countries. e.g. the story of Chinese New Year. Explore animals from the past, e.g. dinosaurs	*Life in the past and present, rich and poor. Castles and their construction/parts. Life in a medieval castle. Why were castles built on hills? Comparing a medieval Prince to Prince William Comparing a medieval banquet to a modern childrens' party. *Space, The Space Race and Neil Armstrong *significant historical events, people and places in their own locality *Local history/geography study	Learn about events beyond living memory that are significant nationally or globally - The Great Fire of London Who is Samuel Pepys? Changes within living memory. What happened after the fire? What changes effected how we live now? What did the people of London learn? Gunpowder Plot. Learn about significant historical events, people and places in their own locality by asking their grandparents in their letters.	Introducing the Stone Age Note connections, contrast and trends over time and develop appropriate use of historical terms. The Romans – invaders & settlers Devise historically valid questions about change, cause, similarities and differences. The Romans – the legacy Understand how our knowledge of the past is constructed from a range of sources. Develop a chronological secure	Architecture workshop – building a Viking longship Sayers Croft Vikings ~ Viking raids and invasion ~ 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 Ancient Egypt We will enter the realms of Ancient Egypt through looking closely at information on the culture and civilisation.. Visit to Haslemere Museum.	How has Kingston changed through the ages? Baghdad c 900AD The Islamic Golden age How Baghdad was the centre of thinking and invention What was happening in the western world. Local history study What is the legacy of Tudor London? Why was Hampton Court such an important palace in Tudor times? Why is it the palace with two faces? Tudor presentations Develop a chronological secure knowledge and	Impact of War and British turning points Explore the outbreak of war; world leaders and government campaigns. Touch on key turning points such as: D-day landings and Battle of Britain – considering life during the war and subsequent changes in life across the decades. Victorians and the Great Exhibition Find out about the life of Queen Victoria; empathise with rich and poor children; state key events of the Industrial Revolution and how it affected Britain, appreciating the legacy that continues

	<p>immediate environment and how environments might vary from one to another. make observations of animals and plants and explain why some things occur, and talk about changes'</p>	<p>know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one to another.</p> <p>make observations of animals and plants and explain why some things occur, and talk about changes'</p>	<p>Develop awareness of the past, using common words and phrases relating to the passing of time. Where people and events fit within a chronological timeline. Use a wide vocabulary of historical terms. Ask and answer questions using historical sources to show understanding of key events. Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>Discover the lives of significant individuals in the past eg Mary Anning</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time. Where people and events fit within a chronological timeline. Use a wide vocabulary of historical terms. Ask and answer questions using historical sources to show understanding of key events. Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>knowledge and understanding of British, local and world history. Make connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>Develop a chronological secure knowledge and understanding of British, local and world history. Make connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>understanding of British, local and world history. Make connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>to influence and impact our locality.</p> <p>Ancient Greece Study Ancient Greek civilisation and its influence on the modern world through democracy, philosophy, Olympics, architecture, literature and art.</p> <p>Develop a chronological secure knowledge and understanding of British, local and world history. Make connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>
<p>Enrichment opportunities</p>	<p>Visit to Victorian gothic. Visit the mosque. Arts and Humanities Week -parents who speak different languages and grew up with different cultures come in to</p>	<p>Richmond Park visit - Seasonal Changes Kingston Market - Seasonal food/Harvest Festival Nativity Play Police Mosque Thames Young Mariners</p>	<p>Visit to Hampton Court Palace with tour and workshop. Visiting parent scientist (Max's Mum) Visit to Local Library Local Museum St.Luke's Church</p>	<p>Whole school Humanities/Art week Fire of London Workshop Painshill Park</p>	<p>Whole school Humanities/Art week Stone Age workshop (Natural History Museum volcanoes) Fishbourne Roman Site</p>	<p>Whole school Humanities/Art week Viking Workshop Tate Modern ??</p>	<p>Whole school Humanities/Art week Cutty Sark Workshop</p>	<p>Whole school Humanities/Art week Visit to WW2 Churchill War Rooms, London Hampton Court Palace</p>

	share with the children. Whole school Humanities Week-link with Art	Drama Workshop Fairytales. Richmond Park Whole school Humanities Week-link with Art	Whole school Humanities Week-link with Art					
SEND & Inclusion information	<p>Nursery - home language celebrated and parents come in to read stories in home language and share culture. Parents of SEND children accompany children with ASD to support understanding and behaviour and safety for child to access experience from a trip.</p> <ul style="list-style-type: none"> - IWB to record comments, questions, responses which can be printed and included in student's books. - Use of 'widgets' instead of writing. - Non white IWB backgrounds to accommodate dyslexic learners. - Photographs as evidence of learning. - Noting children's comments / observations on post it notes to include in students' books. - Visual prompts. - Use of video clips to facilitate learning /understanding 							
Aims	<p><i>The national curriculum for history aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> ● <i>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</i> ● <i>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</i> ● <i>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</i> ● <i>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</i> ● <i>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</i> ● <i>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</i> 							