



Ottershaw C of E Schools Long Term Curriculum Plan: History Knowledge and Skills Progression (2023 – 2024)

Curriculum Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Intent	How has life changed since 1960? <ul style="list-style-type: none"> Understand some of the differences between life in the past and present. Study changes within living memory and relating to people and places within their own locality. Understand some of the different ways in which we can find out about the past. 	Why did London Burn? <ul style="list-style-type: none"> Study events beyond living memory that are significant nationally. Study significant individuals from the past. Start to have an awareness of cause and effect, continuity and change. Understand some of the different ways in which we can find out about the past and some of the different ways in which it can be represented. 	Who were the Ancient Egyptians? <ul style="list-style-type: none"> Study a historic society from an area beyond Britain. Develop an understanding of the nature and achievements of an early civilization. Understand the impact that early civilization can still have on the present Use a range of primary sources/ archaeological finds. 	What were the effects of Tudor exploration? <ul style="list-style-type: none"> Study an aspect of British history that extends pupils' chronological knowledge beyond 1066. (Chronological progression from Ancient Egypt.) Make links between British history and the rest of the world. Develop their understanding of continuity and change, cause and effect. Use a range of sources to answer questions. 	What did the Victorians do for us? <ul style="list-style-type: none"> Develop an understanding of a period in history where significant changes happened. Study an aspect of history which still impacts on modern British culture and values. Use a range of primary sources. Understand that historians must consider the context of a source in order to use it effectively. 	What was the impact of The Battle of Britain? <ul style="list-style-type: none"> Develop a clearer understanding the importance of Remembrance Day. Study an aspect of history with local, nation and international significance. Understand the significance and impact of one event on the wider historical narrative. (A contrast with the gradual change over time studied in year 5) Choose and use a wide range of sources effectively.



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Key Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past.	<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Observe or handle evidence to ask questions and find answers to questions about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Show an awareness of the concept of how historians must understand the context of evidence studied. (eg propaganda) • Understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of how historians must understand the context of evidence studied. (eg propaganda) • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Build an overview of world history.	<ul style="list-style-type: none"> • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



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<p>Understand chronology</p>	<ul style="list-style-type: none"> • Place events and artefacts in chronological order. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. • Understand the concept of change over time representing this on a timeline. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. • Understand the concept of change over time, representing this, along with evidence, on a time line. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
<p>Communicate historically</p>	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.



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<p>Topic Outcomes/ Assessment Criteria.</p>	<p>How has life changed since 1960?</p> <ul style="list-style-type: none"> • Can children sequence a few objects in chronological order? • Can children recognise that their own lives are different from the lives of people in the past? • Can children explain some aspects of life in the past? • Can children ask appropriate questions about the past? 	<p>Why did London Burn?</p> <ul style="list-style-type: none"> • Can children arrange events in chronological order on a timeline? • Can children explain how the Great Fire of London began and the sequence of events that followed? • Can children use a range of evidence to support their understanding of events and individuals in the past? (Diary and pictures) 	<p>Who were the Ancient Egyptians?</p> <ul style="list-style-type: none"> • Can children show an understanding that the past can be divided into different periods (eg ancient/modern) by placing events/people/changes into correct periods? • Can children describe some of the characteristic features of life in ancient Egypt? • Can children use research skills to answer questions using more than one source to support their response? 	<p>What were the effects of Tudor exploration?</p> <ul style="list-style-type: none"> • Can children use dates and related vocabulary to communicate precisely? • Can children suggest causes and consequences of some of the main changes/events in the Tudor period? (Relating to exploration) • Can children describe some of the characteristic features of life in the Tudor period for different people? 	<p>What did the Victorians do for us?</p> <ul style="list-style-type: none"> • Do children have a secure knowledge and understanding of the chronology of the Victorian period and its relationship to other periods studied in KS1 &KS2? • Can children recognise that the past is represented and interpreted in different ways and suggest reasons for this? • Can children select and use a range of suitable sources to answer questions? • Can children explain some impacts of the Victorian era on today's society? 	<p>What was the impact of The Battle of Britain?</p> <ul style="list-style-type: none"> • Do children have a secure knowledge and understanding of the chronology of World War Two and its relationship to other periods studied in KS1 &KS2? • Can children explain some connections between The Battle of Britain and other events in World War Two? • Can children explain the impact of The Battle of Britain on life today? • Can children select, analyse and use a wide range of sources to justify claims about the past?