Progression of skills in History linking to themes

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| **Themes Y1/2** | **Skills – suggested placement within themes but use where you want.** | **History themes and historical focus** |
| Up, up and away | They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.  | Events beyond living memory- the history of flying.Significant individuals -first woman to fly a plane |
| Super heroes | They should use a wide vocabulary of everyday historical terms.They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of eventsUnderstand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.  | Significant individuals in the past- famous people children aspire to. |
| On Safari | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of timeInspire pupils’ curiosity to know more about the past. Gain a coherent knowledge and understanding of Britain’s past and that of the wider world.  | Significant historical events, people and places in their own locality -what has changed? Totnes- why is Totnes like it is?  |

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| **Themes Y1/2** | **Skills – suggested placement within themes but use where you want.** | **History themes** |
| Marvellous Monsters | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of timeThey should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.  | Changes beyond our living memory –toys through time |
| I do like to be beside the seaside | They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of eventsUnderstand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.  | Changes within living memory -Seaside past and presentSignificant historical events, people and places in their own locality – explorers incl. Sir Francis Drake |
| Castles – home sweet home | They should use a wide vocabulary of everyday historical terms.Inspire pupils’ curiosity to know more about the past. Gain a coherent knowledge and understanding of Britain’s past and that of the wider world.  | Changes within living memory and locality-Houses and homesSignificant individuals- Kings and queens of the past and present |

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| **Themes Y3/4** | **Skills – suggested placement within themes but use where you want.** | **History themes and historical focus** |
| Can we be archaeologists? | To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. know and understand significant aspects of the history of the wider worldUnderstand the methods of historical enquiry, including how evidence is usedThey should understand how our knowledge of the past is constructed from a range of sources | Stone age – Iron Age - Changes in Britain from the Stone Age to the Iron Age Incl. StonehengeArchaeologist digs, Kent’s cavern |
| Can we be a Devon detective? | To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Understand historical concepts such as similarity, difference and significance, and use them to make connections, frame historically-valid questions and create their own structured accounts, including written narratives and analysesGain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; and between short- and long-term timescales.They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  | A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.Local people, Victorians, Totnes history |
| What was so special about the Egyptians? | To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Know and understand how Britain has influenced and been influenced by the wider world To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  | Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt;  |

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| **Themes Y3/4** | **Skills – suggested placement within themes but use where you want.** | **History themes and historical focus** |
| What is it like to be a child in war? | To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. know and understand significant aspects of the history of the wider worldUnderstand historical concepts such as similarity, difference and significance, and use them to make connections, frame historically-valid questions and create their own structured accounts, including written narratives and analysesThey 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 understand how our knowledge of the past is constructed from a range of sources | British history - WW2 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066Wars around the world,Current war, modern day refugees |
| Change and discovery | To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Understand the methods of historical enquiry, including how evidence is used | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066Changing theme in British history – clothing and transport  |
| What did the Romans do for us? | To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Know and understand how Britain has influenced and been influenced by the wider world Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; and between short- and long-term timescales. | The Roman Empire and its impact on Britain  |

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| **Themes Y5/6** | **Skills – suggested placement within themes but use where you want.** | **History themes and historical focus** |
| It’s all Greek to me! | To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. 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 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.They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 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 | Ancient Greece – study of Greek life and achievements and their influence on the Western world |
| ‘The times they are A changing’ (Bob Dylan!) – half a term | It should inspire pupils’ curiosity to know more about the past. To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.  | Changing theme in British history – technology and music  |
| AD 900 – Here and there -what is happening in the Arab Empire compared to Britain? | To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 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 Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical informationUnderstand 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 | Early Islamic civilization – incl. a study of Baghdad c. AD 900 – contrast to British history at same time |

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| **Themes Y5/6** | **Skills – suggested placement within themes but use where you want.** | **History themes and historical focus** |
| Viking invaders – how what impact did they have on us? | To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. 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 Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  | Vikings and Anglo Saxons struggle for the kingdom of England |
| Could we survive a natural disaster? | To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It should inspire pupils’ curiosity to know more about the past. 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 constructedThey 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 | British History – The Plague – a turning point in British History |
| From moor to sea – where does the water go? | To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 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 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 | Dartmoor Anglo-Saxon settlements |

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