



PKF

# HISTORY

Skills Progression Grids for Parkland Infant and Junior

## INTENT

***“We are not makers of history. We are made by history.” Martin Luther King Jr***

At The Parkland Federation, we aim to ensure that learning about history gives our pupils a detailed understanding of the past. We want them to revel in past events, investigating time gone by using a plethora of different sources. We believe the study of history inspires children’s curiosity, encourages them to ask critical questions and leads to an understanding of how our world is shaped today. We also aim for our teaching of history to encourage children to gain a sense of their own identity within a social, cultural and economic background. We also examine the children's own personal history and develop their sense of chronology throughout their studies in both Key Stage 1 and 2.



Aim high, work hard, dream BIG!

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## IMPLEMENTATION

In Key Stage 1, children will develop an awareness of the past. They learn about significant individuals who have contributed to local and international achievements that have impacted on society today.

Children also learn about significant historical events within the local area. They carefully study changes within living memory as well as events before living memory that are globally significant. Their learning is placed within a chronological framework. We investigate using sources such as pictures, stories, writing and artefacts.

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## IMPLEMENTATION

In **Key Stage 2**, children continue to appreciate history in a chronological context. They develop a secure understanding of British, local and world history. In Key Stage 2, they study a range of time periods such as Ancient Greece, The Egyptians and World War II. Children also learn to understand how our knowledge of the past is constructed from a range of different sources.

We aim to provide our children with a rich history curriculum which enables them to become confident, creative and independent learners. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors to our school, experimentation, exploration and discovery. Within our history lessons, our children acquire a range of knowledge and skills which they can then apply to other subjects and in a variety of contexts.

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Key Stage	Year Group	Historical Enquiry	Chronological Understanding	The Lives of Significant Individuals	Significant Local Historical Events, Places & People
1	1	<p>To understand some of the ways in which we find out about the past</p> <p>To use books, artefacts, photographic and video/online evidence to ask, answer and support thinking about past events:</p> <p>Focus:  <b><i>The invention of The Penny Black Stamp</i></b>  <b><i>The invention of The Internet</i></b>  <b><i>The Gunpowder Plot</i></b>  <b><i>The first expedition to The Antarctic</i></b>  <b><i>The first railway train</i></b></p>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time: <b>now, then, yesterday, last week, last year, when I was younger, before I was born.</b></p> <p>To know where the people and events they study fit within a chronological framework/timeline</p> <p>To ask and answer questions, choosing a variety of sources to show that they know and understand key features of events.</p> <p>To identify changes within living memory</p> <p>To identify similarities and differences between ways of life in different periods.</p>	<p><b>To understand how people and events from the past have contributed to our lives globally, nationally and locally</b></p> <p>To understand how <b>Rowland Hill</b> contributed to communication and how this compares to the invention of the internet by <b>Tim Berners-Lee</b></p> <p>To understand that <b>Louis Braille</b> contributed significantly to how people without sight can read</p> <p>To understand that <b>Florence Nightingale</b> played a significant role in developing medical care</p> <p>To understand that <b>Rosa Parks</b> began to make people think about equality</p> <p>To understand that <b>Robert Falcon Scott</b> was the first British explorer to reach the South Pole and explore Antarctica in the early 1900s.</p> <p>To understand that <b>Robert Stephenson</b> contributed to developing Rail Travel alongside his father, <b>George Stephenson</b>, including 'The Rocket'.</p>	<p>To understand that the work of Robert Stephenson led to rail travel - linking with The Hampden Park Train Station</p>

Key Stage	Year Group	Historical Enquiry	Chronological Understanding	The Lives of Significant Individuals	Significant Local Historical Events, Places & People
1	2	<p>To understand some of the ways in which we find out about the past</p> <p>To use books, artefacts, photographic and video/online evidence to ask, answer and support thinking about past events:</p> <p>Focus:  <b><i>The discovery of dinosaur fossils</i></b>  <b><i>The Great Fire of London</i></b>  <b><i>The First Aeroplane Flight</i></b>  <b><i>The Gunpowder Plot</i></b></p>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time: <b>now, then, yesterday, last week, last year, when I was younger, before I was born.</b></p> <p>To know where the people and events they study fit within a chronological framework/timeline</p> <p>To ask and answer questions, choosing a variety of sources to show that they know and understand key features of events.</p> <p>To identify changes within living memory</p> <p>To identify similarities and differences between ways of life in different periods.</p>	<p><b>To understand how people and events from the past have contributed to our lives globally, nationally and locally</b></p> <p>To understand how <b>Mary Anning</b> contributed to palaeontology and the understanding of fossils.</p> <p>To understand how <b>Samuel Peypys</b> contributed to our understanding of The great Fire of London</p> <p>To understand how <b>Christopher Wren</b> contributed to rebuilding London after The great Fire of London</p> <p>To understand that <b>Rosa Parks</b> began to make people think about equality</p> <p>To understand that <b>Florence Nightingale</b> played a significant role in developing medical care</p> <p>To Understand that the <b>Wright Brothers</b> created the first aeroplane</p> <p>To understand that <b>Thomas Edison</b> invented many things, including the light bulb</p> <p>To understand that <b>Charles Darwin</b> was a scientist who looked at evolution, including how giraffes got their long necks over time.</p>	<p>To understand how Pevensey Castle contributed to protecting Eastbourne and the South Coast during Medieval times</p> <p>To understand how the seaside has changed over time</p>

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2	3	<p>To understand some of the ways in which we find out about the past and understand the impact it has had on modern day and the changes that have occurred as a result. This will include the use of books, artefacts, photographic and video/online evidence to ask, answer and support thinking about past events</p> <p>To ask and answer questions about the past and use a variety of resources to identify key changes and their cause, Also to identify and similarities and differences</p> <p>To compare the Stone Age with our life today. Identify similarities and differences between now and then.</p> <p>To know the different types of houses and shelter over the Stone Age timeline.</p> <p>To understand how food was gathered and how people hunted during the Stone Age</p> <p>To understand how the Stone Age developed Early farming and compare it to how it has developed since.</p> <p>To investigate the <b>Skara Brae</b> site which is a pre-historic village</p> <p>Focus: <b>The Stone Age</b></p>	<p>The children will develop a clear narrative of events of life in Britain from the paleolithic stone age to the iron age, using relevant vocabulary.</p> <p>The children will understand that a timeline can be divided into BC and AD</p> <p>The children will sequence several events and historical figures on a timeline using dates</p>	<p>To discover the life and work of <b>Jane Goodall</b> an English Primatologist.</p> <p>To understand how the Italian Archaeologist <b>Giuseppe Fiorelli</b> discovered the excavations at Pompeii which helped preserve the city</p> <p>To understand how <b>Louis and Mary Leaky</b> unearthed remains from the Stone Ages and what they learnt from their discoveries</p>	<p>Using the local historical education centre - heritage eastbourne, the children will learn about life in Eastbourne in the Stone Age through to the Iron Age</p>

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2	4	<p>By using a variety of primary and secondary resources, the children will continue to develop their understanding of some of the ways in which we find out about the past. They will use this evidence to ask, answer and support thinking about past events:</p> <p>Through asking and answering questions, about daily life during the periods studied, the children will compare, contrast and make connections between aspects of history, people and events.</p> <p>Through asking and answering questions about significant events studied the children will discover the impact they have made on modern life and the changes that have occurred as a result.</p> <p>Make comparisons between different periods of time during the study of the Romans and Ancient Egypt.</p> <p>Understand how the successful invasion of Britain by Claudius resulted in construction of Roman buildings and walls that still exist today (Roman Baths in Bath, Hadrian's wall, Pevensey Castle).</p> <p>Know what life was like for a Pharaoh and how they were treated once they had died. Understand the importance of Egyptian Gods.</p> <p>When studying the Sinking of the Titanic Understand the significance of the sinking of the Titanic and whether it could have been prevented.</p> <p>Focus: <b>Ancient Egypt</b> <b>The Romans</b> <b>The Titanic</b></p>	<p>Building on from Year 3, the children will continue to develop a chronologically secure knowledge and understanding of British, local and world history using accurate vocabulary</p> <p>They will sequence key events relating to the Roman Invasion of Britain and compare the chronology of Britain to that of Ancient Egypt.</p>	<p>Understand the importance of Egyptologist Howard Carter's discovery as he uncovered a Pharaoh's tomb intact.</p> <p>Know that Captain Edward John Smith was the captain of the Titanic and understand his role in the sinking.</p> <p>Understand the bravery demonstrated by Grace Darling when she rescued survivors of the shipwreck Forfarshire.</p> <p>Understand the importance of Boudicca and the resistance during the Roman Empire.</p> <p>Understand about Julius Caesar's attempted invasion.</p>	<p>Using the local historical education centre - heritage eastbourne, the children will learn about the life in Eastbourne during the Roman Times.</p>



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2	5	<p>To understand how knowledge of the past is constructed from a range of sources.</p> <p>To select and organise relevant historical information.</p> <p>To understand how and why different versions of the past exist.</p> <p>To examine causes and results of great events.</p> <p>To compare an aspect of life with the same aspect of life from another time period.</p> <p>To understand the terms primary and secondary sources.</p> <p>To use books, artefacts, photographic and video/online evidence to ask, answer and support thinking about past events:</p> <p>Focus:</p> <p><b>Ancient Greece</b>  <b>Traders and Raiders (Vikings)</b>  <b>One Giant Leap (Space)</b></p>	<p>To use relevant terms and period labels.</p> <p>To understand key events from Ancient Greece and order on a timeline.</p> <p>To understand the impact of the Viking Invasion on Britain.</p>	<p>To understand the significance of Neil Armstrong's journey into space.</p> <p>To understand how a group of African/American women helped America win the space race.</p> <p>To understand how Alfred the Great defended his Kingdom.</p> <p>To understand how Alexander the Great established the largest empire in the Ancient world.</p> <p>To gain an understanding of the lives of Socrates and Plato</p>	<p>To understand the introduction of money and law reform from the time when Alfred the Great ruled in Wessex.</p> <p>To understand how the Ancient Greeks influenced the Western World.</p> <p>To understand the effects the Saxon Invasion had on Sussex</p> <p>To understand that in 1066 the Vikings invaded Britain resulting in The Battle of Hastings (Visit to Battle Abbey)</p>

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2	6	<p>To use a range of sources to find out about an aspect of time past.</p> <p>To recognise primary and secondary sources.</p> <p>To know that different evidence will lead to different conclusions.</p> <p>To select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>To use books, artefacts, photographic and video/online evidence to ask, answer and support thinking about past events.</p> <p>Focus:  <b>World War II</b>  <b>Mayan Civilisation</b>  <b>First Heart Transplant</b></p>	<p>To order important events from a range of time periods. Know key dates, people and events of time studied. Know World leaders and the key dates during World War 2.</p> <p>To understand the impact of the World War on the rest of the world.</p> <p>To understand and order key events from the Mayan Civilisation.</p> <p>To compare the beliefs and behaviour of the Mayans to the Egyptians.</p> <p>To understand an important turning point in Medical Science when the first heart transplant took place.</p>	<p>To understand the role of Adolf Hitler in the start of the second World War.</p> <p>To know that Winston Churchill was the British Prime Minister at the time during World War 2.</p> <p>To understand the importance of Christian Barnard to the world of Medical Science as he performed the first human to human heart transplant.</p>	<p>To understand the effects of World War II on Britain.</p> <p>To understand the impact of evacuations on towns and cities around the UK and how bombing and evacuations of certain areas affected the country, including in Eastbourne.</p>



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The Parkland Federation Subject Leader: Mrs Kimberley Walker  
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