

HOLY TRINITY SCHOOL'S- HISTORY LONG TERM PLAN OVERVIEW AND SKILLS PROGRESSION.



| Historical Knowledge | | | | | | |
|---|--|---|---|--|---|--|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Primary Topics</p> <p>Myself Get up and Grow Beside the Seaside</p> | <p>Primary Topics</p> <p>Time Travelling Teddies Amazing Animals Checking out Chippy</p> | <p>Primary Topics</p> <p>London's Burning From Dragons to Dim Sum Planes, trains and automobiles</p> | <p>Primary Topics</p> <p>Time Travellers (Stone Age, Bronze Age, Iron Age) Tomb Raiders</p> | <p>Primary Topics</p> <p>The Quest for the Kingdom The Groovy Greeks</p> | <p>Primary Topics</p> <p>The Legacy of the Mayan Mighty Rivers From Absolute Monarchy to Absolute Democracy</p> | <p>Primary Topics</p> <p>War and Peace The Roman Supremacy Blue Planet</p> |
| <p>3-4 Years Begin to make sense of their own life-stories and family's history. Show interest in different occupations.</p> <p>Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.</p> <p>ELG Past and Present Talk about the lives of people around them and their roles in society. Know some</p> | <p>Changes within living memory, revealing aspects of change in national life. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p> | <p>Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p> | <p>Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> | <p>Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> | <p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900. The changing power of the monarchs using case studies.</p> | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Modern Day to place events in the right place .</p> |

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| similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | | |
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| CHRONOLOGY | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>3-4 Years Begin to make sense of their own life-stories and family's history. Reception Comment on images of familiar situations in the past.</p> <p>ELG Past and Present</p> <p>Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what</p> | <p>I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.</p> <p>I can put a few events, photos or objects in order of when they happened.</p> | <p>I can use words and phrases to describe when things happened e.g. decade, century.</p> <p>I can order events and people I have studied using a simple timeline.</p> <p>I can compare when the events took place (those I am studying in relation to those studied before e.g. Victorians)</p> <p>I can give reasons for the order of events or people using vocabulary relating to the passing of time.</p> | <p>I can describe events and periods of time using the words; BC, AD, century, ancient.</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can order the periods I am studying on a timeline and compare to events I already know about.</p> <p>I can use a timeline to order events and significant people for the period of time I am studying.</p> | <p>I can use words and phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied.</p> <p>I can place periods of history on a timeline showing periods of time.</p> <p>I can use a timeline to order events and significant people for the period of time I am studying.</p> <p>I can use chronology to explain how an aspect of life has changed over</p> | <p>I can use dates and historical vocabulary when ordering and comparing events from the past.</p> <p>I can draw timelines to show a range of information e.g. periods of history, events, significant people.</p> <p>I can use a timeline to compare periods of history that I have studied so far.</p> <p>I can use chronological skills to show when places developed and how life has changed in the local area and an</p> | <p>I can use a timeline and dates to demonstrate changes and developments in aspects of life over time.</p> <p>I can use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Day to place events in the right place.</p> |

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| has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling | | | | more than one historical era. | aspect of history e.g. space exploration. | |
| Interpretation of History | | | | | | |
| <p>3-4 Years Begin to make sense of their own life-stories and family's history. Show interest in different occupations.</p> <p>Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.</p> <p>ELG Past and Present Talk about the lives of people around them and their roles in society.</p> | <p>I can talk about things that happened to me in living memory. I can name some things that happened to other people or events in living memory. I can identify objects from the past and say how I know. I can identify the main differences between old and new objects/photos. I can explain how my local area was different in the past. I can say why one person's memories of events might be different to that of someone else.</p> | <p>I can recount the life of someone famous who lived in the past and what they did. I can make comparisons between some aspects of life in different time periods. I can recall facts about significant local people from the past and explain how they have influenced life today. I can suggest why people acted as they did. I can identify some of the ways we find out about the past and know that some are more reliable than others.</p> | <p>I can say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past. I can describe some similarities and differences between people, events and artefacts from the past. I can explain how events from the past have shaped our lives today. I can say what is similar and different about two different accounts of the same event and how this can affect our understanding of history. I can use evidence to describe some of</p> | <p>I can suggest why certain events happened or people acted as they did in history. I can explain some similarities and differences between people, events and artefacts from the past and explain the significance of these. I can suggest the causes of key events and changes in the time periods I am studying. I can identify differences in accounts of history and suggest reasons for these. I can use evidence to describe some of the following and explain how they are similar or different in different time periods: houses and settlements,</p> | <p>can research two versions of an event, identifying differences between them. I can explain with clear reasons why there may be different accounts of history. I can use historical sources to understand bias/contrasting arguments. I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor I can make comparisons between different events in history; explaining things that have changed and</p> | <p>I can explain how significant events have helped shape the country we have today. I can summarise the main events from a specific period in history, explaining the order in which they happened. I can summarise how Britain has had a major influence on world history. I can explain what Britain may have learnt from other countries and civilisations through time. I can recognise and describe differences and similarities / changes and continuity between periods of history.</p> |

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| | | | the following: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor | buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor I can provide examples of how events in the past shaped peoples lives over time and have influences how we live today. | things that have stayed the same. I can explain why this might have happened using evidence. I can explain how events in history are significant in British and World history. | I can evaluate evidence to choose which is the most reliable form. I can explain how people have points of view and this can affect their interpretation of the past. I can give clear reasons why there might be different accounts of history. |
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| Historical Enquiry | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>3-4 Years Begin to make sense of their own life-stories and family's history. Show interest in different occupations.</p> <p>Reception</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.</p> <p>ELG Past and Present Talk about the lives of people around them and their roles in</p> | <p>I can recall events from the past from stories that have been read to me. I can ask and answer questions about artefacts and pictures from the past. I can give a plausible explanation about what an object was used for in the past. I can use pictures and artefacts to say what was different in the past. I can find out about something in the past by asking someone who</p> | <p>I can use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts I can use books to help me find out about the events I am studying. I can ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory).</p> | <p>I can ask and answer questions about how things were different in the past and how aspects of life have changed over time. I can suggest various sources of evidence to help me answer questions about the past. I can use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts.</p> | <p>I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past. I can lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner</p> | <p>I can use a range of primary and secondary evidence. I can use artefacts to pose questions/hypothesis, which I back up using other sources. I can distinguish between reliable and unreliable sources if evidence to answer questions about the past. I can ask and answer questions about change, causes, difference and significance.</p> | <p>I can give more than one reason to support an historical argument. I can confidently use a range of sources of evidence to change and continuity during periods studied. I can identify and explain propaganda and why someone might want to persuade another person about a version of events. I can lead my own enquiry into an aspect of World history and present my findings in a range of ways</p> |

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| society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. | can remember the event. | | I can ask historical questions based on evidence. | | I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways. | |
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| Organisation and Communication | | | | | | |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| ELG Past and Present Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. | I can explain my historical understanding through a range of practical and written activities. I can use pictures, drama, role play, build models and use timelines to present my work. | I can explain my historical through a range of practical and written activities. In addition to Year 1, I can use photographs, written accounts and stories to present my understanding. | I can use historical sources to create written narrative and structure accounts. I can select and organise information to answer a question, communicated for example, as a presentation, a poster, written form I can draw labelled diagrams and write about them to tell others about people, objects and | In addition to that in Year 3: I can present my findings about the past using speaking, writing, ICT, drama and drawing skills. I can communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out. | In addition to Year 3 and 4: I can choose the most appropriate way to present my information, for an intended audience and purpose. | As in previous year groups but with greater depth and sophistication. I can use extended writing and presentations to explain key aspects of a time period. |

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| | | | events from the past. | | | |
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