

Knowledge and Skills Progression Map
Treales CE Primary School 2023-2024

History

Oak Class Cycle A Year 1 and 2

	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	Who was the greatest history maker?	Why is the history of my locality important?	Why was Charles sent to prison?
National Curriculum	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Events beyond living memory that are significant nationally or globally.</p>
CONCEPTS	<p>Significance - identifying events, sources, people or ideas I think are the most important</p> <p>Sources - evidence I use to gather information and reach judgements</p> <p>Chronology - arranging things that happened in the past in their correct order</p> <p>Causation - where something happens as a result of another previous event</p> <p>Perspective - seeing events from different viewpoints</p> <p>Empathy - placing myself in another's position to better understand their actions</p> <p>Empire - a group of countries ruled by a single person, government or country</p>	<p>Change - how something or someone becomes different over time</p> <p>Continuity - things in life which remain constant and change little</p> <p>Sources - evidence I use to gather information and reach judgements</p> <p>Causation - the connection between events where one thing happens as a result of another</p> <p>Chronology - arranging things that happened in the past in their correct order</p> <p>Empathy - placing myself in another's position to better understand the things they do</p> <p>Significance - identifying events, sources, people or ideas I think are most important</p>	<p>Change - how something or someone becomes different over time</p> <p>Sources - evidence I use to gather information and reach judgements</p> <p>Chronology - arranging things that happened in the past in their correct order</p> <p>Causation - the connections between events where one thing happens as a result of another</p> <p>Empathy - placing myself in another's position to better understand the things they do</p> <p>Empire - a group of countries ruled by a single person or country</p> <p>Invasion - to enter a place using armed force</p>

	<p>Conquer - take control of a place or people by force Monarch - a king or queen that rules a country Equality - having exactly the same rights in life as everybody else Prime Minister - the leader of an elected government. Parliament - an assembly of people who make the laws for a country</p>	<p>Empire - a group of countries ruled by a single person or country or government Emperor/ Empress - the ruler of an empire War - armed conflict between different countries or people within a country (civil war) Conflict - a struggle or clash between opposing forces, interests or ideas Monarch - a king or queen New World - the lands of North America and South America that were unknown to most Europeans until the 1500s</p>	<p>Conflict - a struggle or clash between opposing forces Monarch - a king or queen that rules a country War - armed conflict between different countries or people within a country (civil war) Military - the armed forces of a country</p>
<p>Key Vocabulary</p>	<p>Discrimination - where someone or a group of people are treated differently or unfairly New World - the lands of North America and South America that were not known to most Europeans until the 1500s Motive - the reason someone has for acting in a particular way Conspiracy - a secret plan by a group to do something unlawful Commemorate - doing something to mark an event or person from the past Effigy - a model of a person such as a statue or dummy Chieftain - a leader of a tribe or clan of people Pharaoh - the kings and queens of Ancient Egypt X-ray: a photograph of the inside of the body created by using a small amount of radiation</p>	<p>Privateer - a person granted permission by a monarch to attack and rob ships owned by another country Artefact - a historic object made by or belonging to a human being Archaeologist - someone who studies the things that people in prehistoric times made, used and left behind to understand how they lived Armada - a fleet of warships Moor - high wild peaty land covered with heather Cavern - a large cave Neanderthal - an extinct species of human that lived between 120,000 and 35,000 years ago Hunter-gatherer - people who lived by hunting, fishing and gathering wild food Circumnavigate - to travel all the way around something such as the world Manoeuvrable - able to be moved easily</p>	<p>Western Front - the western side of territory under the control of Germany Cypher – put (a message) into secret writing Communication – exchanging information by speaking, writing, or using some other medium Decode - convert (a coded message) into intelligible language Reconnaissance – military observation of a region to locate an enemy or strategic features Code – a system of words, letters, figures, or symbols used to represent others Commemorate – recall and show respect for someone or something Aristocrat – a member of the aristocracy</p>

	<p>Pirate - a person who attacks and robs ships at sea</p> <p>Privateer - a person granted permission by a monarch to attack and rob ships owned by another country</p> <p>Famous - someone known and recognised by many people for generally good reasons</p> <p>Infamous - someone well known for doing something bad or unlawful</p>		<p>Patriotic - having or expressing devotion to and vigorous support for one's country</p> <p>Memorial – a statue or structure established to remind people of a person or event</p> <p>Invasion - an instance of invading a country or region with an armed force</p> <p>Allies – a state formally cooperating with another for a military or other purposes</p>
<p>Prior Knowledge (indicate year group)</p>	<p>Earlier in Key Stage 1 pupils: Investigated a number of historical and modern explorers and compared their achievements Were supported to consider the personal qualities required to be a great explorer</p> <p>In Nursery and Reception pupils: Were introduced to people in stories about the past who did important things and are remembered today Were supported to make sense of their own life story and of past and present Examined and talked about images of familiar situations in the past Examined artefacts from the past commenting on similarities and differences to modern day equivalents Heard and discussed accounts of the past involving people, places and events through storytelling and role play</p>	<p>Earlier in Key Stage 1 pupils: Learned what becoming a 'history maker' involves Learned about the achievements of some great explorers in the past Learned why Pompeii is such an important archaeological site Learned why Britain fought the First World War and how this affected people</p> <p>In Nursery and Reception pupils: Were introduced to people in stories about the past who did important things Examined and talked about images of familiar situations in the past Examined artefacts from the past commenting on similarities and differences to modern day equivalents Heard and discussed accounts of the past involving people, places and</p>	<p>Earlier in Key Stage 1 pupils: Learned why some people and events in history are considered more important or significant than others</p> <p>In Nursery and Reception pupils: Were introduced to people in stories about the past who did important things and are remembered today Were supported to make sense of their own life story and of past and present Examined and talked about images of familiar situations in the past Examined artefacts from the past commenting on similarities and differences to modern day equivalents Heard and discussed accounts of the past involving people, places and events through storytelling and role play Gained first-hand experience through visiting places locally of historic importance</p>

	<p>Gained first-hand experience through visiting places locally of historic importance</p> <p>Were supported to organise events using basic chronology</p> <p>Recognised that things happened before they were born</p> <p>Compare and contrasted characters from stories including important figures from the past.</p>	<p>events through storytelling and role play</p> <p>Were supported to organise events using basic chronology</p> <p>Recognised that things happened before they were born</p>	<p>Were supported to organise events using basic chronology</p> <p>Recognised that things happened before they were born</p> <p>Compare and contrasted characters from stories including figures from the past.</p>
<p>Key Knowledge (Substantive)</p>	<p>Who Guido (Guy) Fawkes was</p> <p>Why Guy Fawkes and his conspirators planned to blow up Parliament in 1605</p> <p>How this failed attempt is commemorated each year</p> <p>Why Guy Fawkes can be considered a significant person in history</p> <p>What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved</p> <p>How the accomplishments of these people compare</p> <p>Which I consider made the most significant contribution</p> <p>What perspective means when it comes to judging people and events</p>	<p>An historically significant place:</p> <p>Who Britain was fighting during the Napoleonic War 1803-1815</p> <p>What happened at the Battle of Trafalgar in 1805</p> <p>The achievements of Lord Horatio Nelson</p> <p>What happened during the Battle of Waterloo 1815</p> <p>The achievements of the Duke of Wellington</p> <p>Why Dartmoor Prison was built</p> <p>The living conditions of the soldiers who were imprisoned there</p> <p>An historically significant event:</p> <p>What was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927</p> <p>Why this artefact is so significant</p> <p>Who Neanderthals were</p> <p>What the life of Neanderthals living around Kents Cavern might have been like 40,000 years ago</p> <p>An historically significant person</p> <p>Why Francis Drake was very important to Queen Elizabeth I</p>	<p>When the First World War happened and where the Western Front was in Europe</p> <p>The countries that made up the Allies</p> <p>The countries that made up the Central Powers</p> <p>Some of the ways that life changed for people living in Britain during the war</p> <p>The main methods of communication in Britain at the time of the First World War and how they compare with today</p> <p>Why messenger pigeons were so important to the Allies during the First World War</p> <p>How horses were used during the First World War and why they were so significant to the war effort</p> <p>The ways in which many other animals were used as part of the war effort</p> <p>How animals are used in a variety of roles today in the military and in rescue and support services</p>

		<p>How Francis Drake managed to circumnavigate the world 1577-1580 Why King Phillip of Spain sent the Spanish Armada to invade England in 1588 How the actions of Francis Drake contributed to defeating the Spanish Armada</p>	
<p>Key Skills (Disciplinary)</p>	<p>Recognise - Name and point out who or what something is. Identify - Distinguish something or someone from others that may be similar. Describe - 'Say what you see'. Give an account in words of something or someone. Observe - Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others. Select - Decide upon and choose that information considered most suitable or relevant to answer a question. Categorise/Classify - Arrange information into particular groups according to shared qualities or characteristics. Sequence - Place a set of related events or things that follow each other into an order. Compare and contrast - Find similarities and differences. Recall - Remember and recount something learned. Reason/speculate - Thinking and forming ideas about something without</p>	<p>Recognise - Name and point out who or what something is. Identify - Distinguish something or someone from others that may be similar. Describe - 'Say what you see'. Give an account in words of something or someone. Observe - Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others. Select - Decide upon and choose that information considered most suitable or relevant to answer a question. Categorise/Classify - Arrange information into particular groups according to shared qualities or characteristics. Sequence - Place a set of related events or things that follow each other into an order. Compare and contrast - Find similarities and differences. Recall - Remember and recount something learned. Reason/speculate - Thinking and forming ideas about something without</p>	<p>Recognise - Name and point out who or what something is. Identify - Distinguish something or someone from others that may be similar. Describe - 'Say what you see'. Give an account in words of something or someone. Observe - Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others. Select - Decide upon and choose that information considered most suitable or relevant. Categorise/Classify - Arrange information into particular groups according to shared qualities or characteristics. Sequence - Place a set of related events or things that follow each other into an order. Compare and contrast - Find similarities and differences. Recall - Remember and recount something learned. Reason/speculate - Thinking and forming ideas about something without</p>

	necessarily firm evidence yet to back it up – conjecture, supposition. Summarise - Outline or sum up briefly the main points about something. Empathise - Placing yourself in another's position to better understand their motives, decisions and actions.	necessarily firm evidence yet to back it up – conjecture, supposition. Summarise - Outline or sum up briefly the main points about something. Empathise - Placing yourself in another's position to better understand their motives, decisions and actions.	necessarily firm evidence yet to back it up – conjecture, supposition. Summarise - Outline or sum up briefly the main points about something. Empathise - Placing yourself in another's position to better understand their motives, decisions and actions.
Possible-sequence of lessons – enquiry questions?	What does it mean for someone to 'make history'? Which of these people was the greatest history maker? How would you like to be remembered as a history maker?	What is this building for? Why is Princetown such a good location for a prison? Why was the prison built in 1806? What were conditions like for French prisoners sent to Dartmoor Prison? Where was Arthur when he made his amazing discovery and what could it have been? So what did Arthur find that was so important? What do Francis and Francis have in common? Why did Sir Francis Drake become rich and famous? How do the achievements of Sir Francis Chichester compare with those of Sir Francis Drake? Why did the United Kingdom go to war 100 years ago? Who was William Charles Pengilly?	What did Charles do wrong? Why were messenger pigeons so important during the First World War? Why were messages sent by pigeon always in code? How did children know that a war was happening in 1916? Why were horses very important during the First World War? How did other animals contribute to the war effort?
End of unit goals Suggested assessment task?	Identify and describe who Guido (Guy) Fawkes was and what he attempted to do in 1605 Suggest reasons why Guy Fawkes and his conspirators planned to blow up Parliament	An historically significant place: Describe why Britain went to war with Napoleon 1 in 1803 Describe what happened at the Battle of Trafalgar in 1805	Identify when the First World War happened and describe where the Western Front was in Europe Identify and locate the countries that made up the Allies

	<p>Describe how this failed attempt is commemorated each year</p> <p>Suggest reasons why Guy Fawkes can be considered a significant person in history</p> <p>Describe what Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I are remembered in history for as 'history makers'</p> <p>Compare and contrast the accomplishments of these people</p> <p>Select in their view the most historically significant and suggest reasons for their choice</p>	<p>Explain why Lord Horatio Nelson became a national hero after the battle</p> <p>Describe what happened at the Battle of Waterloo in 1815</p> <p>Explain why the Duke of Wellington became a national hero after the battle</p> <p>Explain why Dartmoor Prison was built during the Napoleonic wars</p> <p>Describe the living conditions of the men who were imprisoned there</p> <p>An historically significant event:</p> <p>Describe what was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927</p> <p>Explain why this artefact is so important</p> <p>Describe who Neanderthals were</p> <p>Describe and suggest reasons for the kind of life Neanderthals would have lived around Kents Cavern 40,000 years ago</p> <p>An historically significant person</p> <p>Describe why Francis Drake was very important to Queen Elizabeth I</p> <p>Describe how Francis Drake managed to circumnavigate the world 1577-1580</p> <p>Explain why King Phillip of Spain sent the Spanish Armada to invade England in 1588</p> <p>Describe the actions that Francis Drake took that contributed to defeating the Spanish Armada</p>	<p>Identify and locate the countries that made up the Central Powers</p> <p>Describe some of the ways that life changed for people living in Britain during the war</p> <p>Identify and describe the main methods of communication in Britain at the time of the First World War and how they compare with today</p> <p>Describe and suggest reasons why messenger pigeons were so important to the Allies and the Central Powers during the First World War</p> <p>Describe and suggest reasons for how horses were used during the First World War and why they were so significant to the war effort</p> <p>Describe the ways in which many other animals were used as part of the war effort</p> <p>Identify and describe how animals are used in a variety of roles today in the military and in rescue and support services</p>
<p>Suggestions for the development</p>	<p>Recognise what perspective means when judging the significance of people in the past</p>	<p>Understand the historical concept of significance and explain why each of the places, individuals and events</p>	<p>Describe how farmers in Britain coped with the loss of horses during the war</p>

of greater depth		they have studied are so important to the local area	
Enrichment opportunities			Lancashire Museum