

## Skills & Knowledge Progression:



A high-quality history education will help pupils 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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

– The National Curriculum, 2013



# Embedding our Intent: History

At Hawkhurst CEP School we believe that all children should have access to an engaging and high-quality history curriculum that provides them with an understanding of chronology, how people's lives have changed over time and an understanding of the significant human achievements, follies and events in the history of both Britain and the wider world.

We expect all children to develop a keen understanding of people, places and events in a wide variety of contexts, cultures and environments. As children progress through the school, we aim for them to develop an ability to be critical in their study of history; to understand that historical knowledge and understanding comes from a wide range of sources of varying reliability and the ways in which people construct the past are subjective and liable to evolve over time. Fundamentally, we want our pupils to enjoy finding out about the past, how it influences our lives today and relish in the discovery of rich stories of humans from around the world.

At Hawkhurst CEP School, history is taught through a creative, topic-based curriculum. Each year group will cover the skills as detailed in our learning journey documents for history. In the EYFS, children's learning in history will primarily focus on developing an understanding of change over time, learning about past events in children's own lives and the lives of people close to them and considering the meaning of old and new. In Key Stage 1, children will develop their understanding of chronology by learning about famous people and key events in the history of Britain and the wider world. They will begin to understand how people's lives have changed over time and develop their ability to consider historical information and ask and answer questions. In Key Stage 2, children will develop a clear understanding chronology, including how the story of humans has spanned from the stone age to ancient civilizations and ultimately to the modern era. They will be able to use this understanding to place key events on a timeline of human history and be able to talk about significant historical figures, events and vocabulary related to the historical topic being studied. As children progress through Key Stage 2, they will begin to evaluate and consider the reliability of historical sources and think carefully and critically about how we learn about the past.

We are committed to ensuring all children in our school have equal opportunities to access learning and lessons are planned and taught in line with our SEN and inclusion policies.

## Early Years Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help demonstrate how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

History			
<b>Three and Four-Year-Olds</b>	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
<b>Reception</b>	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<b>ELG</b>	<b>Understanding the World</b>	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## My Learning Journey: History Year 1

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 2</b> <b>Old and New</b>	<p>I can compare the lives of people in the past.</p> <p>I can sequence the life of a significant person.</p> <p><u>National Curriculum links:</u> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Significant historical events, people and places in their own locality.</i></p>	<p>I know what makes a person significant.</p> <p>I know who Thomas Dunk was and what he did.</p> <p>I know how my village has changed over the past 100 years</p> <p><b>Concept Vocabulary:</b> significant person, change, timeline, decade, century</p> <p><b>Key Vocabulary:</b> Thomas Dunk, Almhouse, old, new, past, present</p>
<b>TERM 4</b> <b>Toys</b>	<p>I can sequence 3 or 4 artefacts from different periods of time.</p> <p>I can match objects to people from different periods.</p> <p>I can answer questions about the past from different sources of information.</p> <p><u>National Curriculum links:</u> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p>I know how toys have changed over the past 100 years and I know why changes have happened.</p> <p><b>Concept Vocabulary:</b> Similar, different, change, memory, modern, artefact, before, after, electronic</p> <p><b>Key Vocabulary:</b> toys, materials, wood, plastic, electrical</p>
<b>TERM 5</b> <b>Mary Anning</b>	<p>I can explain the life of Mary Anning and why we should remember her today.</p> <p><u>National curriculum links</u> <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p>	<p>I know when Mary Anning was born and her social situation</p> <p>I know who influenced her passion for fossil hunting</p> <p>I know Mary Anning’s discoveries</p> <p>I know why she was met with backlash</p> <p><b>Concept Vocabulary</b> Power Exploration chronology Interpretation Continuity &amp; Change Significance Similarities &amp; Difference Cause &amp; Consequence</p> <p><b>Key Vocabulary:</b> Rocks Science Fossil Dinosaur Lyme Regis Ichthyosaur Mary Anning Plesiosaur Pterosaur Extinct Pre-Historic Jurassic Coast Skeleton</p>

## My Learning Journey: History

### Year 2

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 1</b> <b>The Great Fire of London</b>	<p>I can say why people did things, why events happened and what happened as a result.</p> <p>I can use pictures and stories to distinguish between fact and fiction.</p> <p>I can identify differences between ways of life at different times.</p> <p>I can answer questions about the past making simple observations from historical sources</p> <p>With I can support, place time studied on a timeline.</p> <p>I can Use labelled diagrams, recounts and pictures to tell us what they know about the past.</p> <p>I can use phrases related to the passing of time, a very long time ago, first, next, decade, century, finally.</p> <p><u>National curriculum Links</u></p> <p><i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></p> <p><i>significant historical events, people and places in their own locality</i>  <i>(Great Fire of Cranbrook)</i></p>	<p>I can give a recount of the Great Fire of London in chronological order, describing the causes and impact.</p> <p>I know what it was like to live in 1666.</p> <p>I know how the Great Fire started and what happened as a result.</p> <p>I know Significant people of The Great Fire of London and why we remember them today.</p> <p>I know How the Great Fire of London was put out and could more have been done to put out the fire.</p> <p>I know How people managed to live through the Great Fire.</p> <p>I know why we remember The Great Fire of London and how London was rebuilt.</p> <p><b>Concept Vocabulary:</b> Cause and Effect, Chronology Interpretation Continuity &amp; Change Significance Similarities &amp; Difference Cause &amp; Consequence, Power Legacy Culture</p> <p><b>Key Vocabulary:</b> fire, bakery, monarch, River Thames, diary, fire hooks, Plague, London, King, Monarch, material , wooden, Samuel Pepys, significant, Charles II, Thomas Fariner</p>
<b>TERM 3</b> <b>Explorers</b> <b>Christopher Columbus</b> <b>Neil Armstrong</b>	<p>I can compare two versions of a historical event.</p> <p>I can use different sources to answer questions about the past.</p> <p>With support I can place time studied on a timeline</p> <p>I can Use phrases related to time passing</p> <p>I can Begin to recognise motivations of those in the past</p> <p>I can Describe the events of the life of a historically significant figure.</p> <p>I can Explain similarities and differences in different periods</p> <p><u>National Curriculum Links</u></p>	<p>I know how to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Neil Armstrong and other significant individuals contributed to a significant event beyond living memory.</p> <p>I know why Christopher Columbus is remembered today</p> <p>I know why opinion of him has changed</p> <p>I know how to compare their discoveries and explorations</p> <p>I know Neil Armstrong’s achievements</p> <p><b>Concept Vocabulary:</b> Power Exploration &amp; Settlement Belief Systems Legacy Culture Chronology Interpretation Continuity &amp; Change Significance Similarities &amp; Difference Cause &amp; Consequence</p>

	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p>	<p><b>Key Vocabulary:</b> significant, remember important, famous, explorer, recent, long ago, memorial, achievement, voyage, exploration, expedition, Astronaut, moon, space.</p> <p>I know the global significance of Rosa Parks' story I know how to express my opinion on Rosa Parks' story I know that my life is connected with the lives of others.</p>
<p><b>Term 5 Activists Rosa Parks Malala</b></p>	<p>I can compare two versions of a historical event. I can use different sources to answer questions about the past. With support I can place time studied on a timeline I can Use phrases related to time passing I can Begin to recognise motivations of those in the past I can Describe the events of the life of a historically significant figure. I can Explain similarities and differences in different periods I can gain a wider sense of the world I can sequence events in chronological order I can find out information and seek out questions. <u>National Curriculum Links</u> <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p>	<p>I know the global significance of Rosa Parks' story I know how to express my opinion on Rosa Parks' story I know that my life is connected with the lives of others I know Malala's story is changing the world now</p> <p><b>Concept Vocabulary:</b> Power Exploration &amp; Settlement Belief Systems Legacy Culture Chronology Interpretation Continuity &amp; Change Significance Similarities &amp; Difference Cause &amp; Consequence <b>Key Vocabulary:</b> Significant, civil rights, African American, segregation, equality, activist, racism, discrimination, injustice</p>

## My Learning Journey: History

### Year 3

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 1</b> Stone Age to Iron Age	I can place Stone Age and Iron Age on a time line. I can read and understand a timeline. I can make comparisons about the past and the present. I can use primary and secondary sources to gather information <u>National curriculum Links</u> <i>changes in Britain from the Stone Age to the Iron Age</i>	I know about the housing, clothes, religion, and beliefs of people from the stone age to the iron age. I know that history is divided into periods of time. I know the changes that happened through this period of time. I know that the changes during the stone age to iron age had an impact on significant developments in GB. <b>Concept Vocabulary:</b> chronology, duration, artefact, continuity, BC/AD, primary & secondary source <b>Key Vocabulary:</b> pre-historic, Neolithic, iron age, bronze age, warrior, hunter-gatherer, cave drawing
<b>TERM 3</b> Ancient Egyptians and Early Civilizations	I can place Ancient Egyptians and other early civilisations onto a timeline. I can make links with the stone age and iron age. I can use a range of sources to find out about Ancient Egyptians. <u>National Curriculum Links</u> <i>the achievements of the earliest civilizations</i>	I know about Ancient Egyptian daily life. I know the importance of the River Nile to the civilisation for trade, farming and resources. <b>Concept Vocabulary:</b> civilisation, ancient, cause & effect, hierarchy, BC/AD <b>Key Vocabulary:</b> pharaoh, mummification, River Nile, pyramid, slave, tomb, hieroglyphics
<b>TERM 5</b> The Roman Empire	I can place the Romans on a time-line and make links with Ancient Egypt and Stone Age to Iron Age I can use the terms BC and AD correctly I can use key dates to describe events I can use the terns ancient/modern and begin to sequence major historical periods I can select and combine information from historical sources I can question the validity of different sources of information and use them in different ways.  <u>National curriculum links</u> <i>the Roman Empire and its impact on Britain</i>	I know the key differences between Iron Age and Roman settlements I know the chronology of attempted and successful Roman invasion (Caesar vs Claudius) I know some push and pull factors that explain why Claudius left Italy and invaded Britain <b>Concept Vocabulary:</b> invasion, legacy, (ancient) civilisation, chronology, artefact, prehistory, words to measure time (decade, millennia, BC, AD), words to describe passing of time (now, then, a long time ago), similarity, difference, continuity, change, cause, effect <b>Key Vocabulary:</b> empire, emperor, soldier, gods, goddesses, calendar

## My Learning Journey: History

### Year 4

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 1 &amp; 2</b> Roman Britain	<p>I can place the Romans on a time-line and make links with Ancient Egypt and Stone Age to Iron Age</p> <p>I can use the terms BC and AD correctly</p> <p>I can use key dates to describe events</p> <p>I can use the terms ancient/modern and begin to sequence major historical periods</p> <p>I can select and combine information from historical sources</p> <p>I can question the validity of different sources of information and use them in different ways.</p> <p>I can explain the impact and legacy of Roman rule in Britain on life today</p> <p>I can compare and contrast aspects of the past with aspects of life today</p> <p>I can explain why we have different images and depictions of key historical figures and events</p> <p>I can question whether the Celts should have taken on the Romans based on evidence from different sources about both groups of people</p> <p>I can use appropriate historical vocabulary</p> <p><u>National curriculum links</u>  <i>the Roman Empire and its impact on Britain</i></p>	<p>I know who Boudicca was and some of the factors that may have influenced her rebellion</p> <p>I know some of the strategies and circumstances that helped the Romans control such a vast empire</p> <p>I know what a Roman town looked like</p> <p>I know some of the factors that influenced the end of Roman rule in Britain</p> <p>I know the impact of the Roman conquest of Britain on life today (roads, calendar, buildings)</p> <p>I know that the lives of people in a historical period were not all the same</p> <p><b>Concept Vocabulary:</b> invasion, legacy, (ancient) civilisation, chronology, artefact, prehistory, words to measure time (decade, millennia, BC, AD), words to describe passing of time (now, then, a long time ago), similarity, difference, continuity, change, cause, effect</p> <p><b>Key Vocabulary:</b> empire, emperor, soldier, gods, goddesses, calendar</p>
<b>TERM 5 &amp; 6</b> Anglo-Saxons, Scots and Vikings	<p>I can place the Anglo-Saxons and Scots on a timeline and compare them with previously studied periods (Ancient Egypt, Stone Age to Iron Age and Romans).</p> <p>I can use the terms BC and AD correctly</p> <p>I can use key dates to describe events</p> <p>I can use the terms ancient/modern and begin to sequence major historical periods</p> <p>I can select and combine information from historical sources</p> <p>I can question the validity of different sources of information and use them in different ways</p> <p>I can explain why we have different images and depictions of key historical figures and events</p> <p>I can make reasonable inferences about people in this period based on artefacts</p>	<p>I know the chronology of Roman withdrawal and Scots and Anglo-Saxon invasions</p> <p>I know some push and pull factors that explain why the Anglo-Saxons invaded Britain</p> <p>I know where the Anglo-Saxons came from</p> <p>I know that people’s lives changed when Christianity came to Britain</p> <p>I know the chronology of the struggle between the Anglo-Saxons and the Vikings</p> <p>I know why the Vikings have gained a reputation of being brutal</p> <p>I know how the Vikings tried to take over Britain</p> <p>I know who King Alfred was and some key events that influenced him being labelled ‘Alfred the Great’</p> <p>I know the distinction between Viking raiders and settlers in Britain</p>



	<p>I can explain that our understanding of the past continues to develop with new excavations and discoveries I can explain how historians know what happened in the past I can use appropriate historical vocabulary</p> <p><u>National curriculum links</u> <i>Britain's settlement by Anglo-Saxons and Scots</i> <i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p><b>Concept Vocabulary:</b> invasion, Christianity, democracy, society, timeline, chronology, invader, settler, cause &amp; effect, artefact, sources</p> <p><b>Key Vocabulary:</b> King Ethelred, King Alfred, King Cnut, Scots, Anglo-Saxons, Wessex, Sussex, Essex, Kent, East Anglia, Mercia, Northumbria, Lindisfarne, Offa's Dyke, Hadrian's Wall, Sutton Hoo, runes, jewellery, coins, bronze helmet, spear, axe, shield, Viking, longship, Odin, Thor</p>
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## My Learning Journey: History Year 5

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 1</b> Crime and Punishment	<p>I can use dates precisely including BC and AD and say, read and write dates accurately.</p> <p>I can place events in a time-line.</p> <p>I can pick out connections, contrasts and trends over time within and across different periods</p> <p><u>National Curriculum Links</u> <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p>I know where different events fit on a time-line.</p> <p>I know and understand the chronology of the British, local and world history studied.</p> <p>I know different characteristic features of periods and societies studied.</p> <p>I am able to show knowledge and describe in detail events, people and places.</p> <p>I know the causes of events and changes, describing and explaining consequences.</p> <p>I know about continuity and change over time, making links to show how one thing may depend upon another.</p> <p>I know different historically significant people and events.</p> <p>I know that the past is constructed from a range of Sources.</p> <p>I know the answers to questions about change, cause, similarity, difference and significance.</p> <p>I know how to organise relevant historical information from different sources.</p>
<b>Term 3</b> Smuggling The Hawkhurst Gang	<p>I can compare how we live today with how people lived in the past.</p> <p>I can begin to use the library and internet to research about smugglers.</p> <p>I can find out about the everyday lives of people from the past.</p> <p><u>National curriculum Links</u> <i>a local history study</i></p>	
<b>TERM 5</b> Ancient Greece	<p>I can compare different accounts of events and discuss fact, opinion and bias based on different viewpoints.</p> <p>I can make comparisons between aspects of life in Greek and Roman times.</p> <p>I can carry out an enquiry on the impact of the Greeks, compare evidence and make justified decisions.</p> <p>I can begin to use conceptual vocabulary such as change, continuity, sequence, duration, period, chronology</p> <p><u>National Curriculum links</u> <i>Ancient Greece - a study of Greek life and achievements and their influence on the western world</i></p>	<p>I know the achievements and inventions of the Greeks through democracy, society, entertainment and beliefs.</p> <p>I know how Greeks fought and extended their empire.</p> <p>I know the effects and influence of Greek achievements on the Western World – democracy, philosophy, medicine, language, architecture etc</p> <p><b>Concept vocabulary:</b> bias, democracy, (empire, society, primary and secondary sources, viewpoint, legacy)</p> <p><b>Key Vocabulary:</b> city states, Hippocrates, Aristotle, Temples, Olympics, Sparta, (soldier, army)</p>

## My Learning Journey: History

### Year 6

Topic	“I CAN” These are all the skills I have learnt	“I KNOW” This is all the knowledge I have learnt
<b>TERM 1</b> WW2	<p>Chronology:</p> <p>I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.</p> <p>Evidence and interpretation: I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past</p> <p>Cause and Consequence I can describe some of the causes and consequences of World War 2.</p> <p>Change and continuity I can identify periods of rapid change in history and contrast them with times of relatively little change. Similarity and difference I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. Historical significance I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>I know key dates from 1939-45 I know key leaders from 1939-45 such as Chamberlain, Churchill, Hitler</p> <p>I know the definition of the terms allies, evacuee, blackout, rationing, air raid shelter, Nazi, Blitz, Propaganda, homefront, Battle of Britain. I Know the role of women in WW2 I know why WW2 started I know why WW2 was won by the allied forces. I know why was it necessary for children to be evacuated and what was evacuation really like I know how did people manage to carry on normal life during the war and how do we know?</p> <p><b>Concept Vocabulary:</b> , primary source, secondary source, urban, countryside, <b>Key Vocabulary:</b> allies, evacuee, blackout, rationing, air raid shelter, Nazi, Blitz, Propaganda, homefront, Battle of Britain.</p>
<b>TERM 3</b> Victorians	<p>I can evaluate sources for fact, opinion and bias and consider ways of checking accuracy of interpretations. I can use knowledge from a range of sources to bring information together. I can write an explanation for an event using cause and effect and using evidence to support my opinion. I can identify differences from the beginning to end of this long reign eg changes in transport.</p>	<p>I know that Queen Victoria dominated the period of her long reign and that this was a period of rapid changes. I know that changes did not affect everyone equally; less noticeable especially in the countryside. I know that industry changed most rapidly in the northern towns based on coal, water and good transport system I know that different classes were affected differently I know that factory life was difficult but realise there was little alternative I know that towns grew quickly and without much planning I know terms such as back-to-back housing and know how they functioned I know 5-6 key features of a typical urban scene in an industrial town I know that there were changes in the countryside but these were slower in pace I know that there were changes both on land and at sea I know the contributions of Stephenson and Brunel</p>

		<p>I know that railways affected rich people's leisure activities which gradually extended to middle class</p> <p>I know that by the end of the reign there were many more forms of transport including motor cars for the very rich</p> <p>I know that compulsory education came with the Victorians</p> <p>I know that even with 1870 Act many children still went to work</p> <p>I know what typical lessons would be like</p> <p><b>Concept Vocabulary:</b> legacy, trade, monarch, industrialisation, change, interpretations, transport, social and medical care, industry, primary source, secondary source, urban</p> <p><b>Key Vocabulary:</b> mines, factory commissioner, canal, compulsory and non-compulsory (education)</p>
<p><b>TERM 6</b> Early Islamic Civilisation</p>	<p>I can place events in the time period and explain the cause and effect of them.</p> <p>I can place the civilisation in wider chronological order and make links to other time periods studied.</p> <p>I can confidently use a range of sources to gather specific information. I can give detailed answers to enquiry questions using terminology and evidence.</p> <p>I can apply historical significance to different aspects of Islamic life.</p> <p><u>National curriculum links</u> <i>a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i></p>	<p>I know why it is important to study Islam in the period c900</p> <p>I know the location of this topic in time and place.</p> <p>I know that by middle of 8th century, Islam spread from Arabia and covered almost a third of the world's population.</p> <p>I know what Baghdad would have looked like although nothing remains.</p> <p>I know that workers came from every city in the empire to build the city and understand the importance of the network of canals and trade.</p> <p>I know the range of jobs and where these people might have come from.</p> <p>I know that many cities within the Islamic Empire were more advanced than Anglo Saxon Britain and can explain how.</p> <p>I know the ways in which the Islamic Empire contributed to science, literature, medicine, art, architecture and mathematics.</p> <p><b>Concept Vocabulary:</b> Empire, trade, Islamic, civilisation, interpretations, crusades, significance</p> <p><b>Key Vocabulary:</b> Caliph, caliphate, Prophet, Baghdad, calligraphy, astronomy, merchants, Arabia, Arabs, House of Wisdom, Imam, Mecca, algebra, herbalists</p>