



## LTP for HISTORY 2021 detailing Knowledge, Skills and Progression



EYFS are not included in this LTP as they learn based on Development Matters and are assessed on the ELGs in June.

NC Objective	What are we learning in Willow Class?					
	Historical Enquiry	Interpreting History/Evidence	Continuity & Change	Similarities & Difference	Cause & Consequence	Significance
<p>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 [Neil Armstrong]</p> <p>Significant historical events, people and places in their own locality.</p> <p><b>Chronology</b> Develop, then demonstrate an awareness of the past using common words &amp; phrases relating to the passing of time e.g. A long time ago, recently, when my.....younger, years. Begin to show where people &amp; events fit into a broad chronological framework.</p>	<p>Ask &amp; begin to answer Qs about events with Who, When, What happened...?</p> <p>Answer Qs about old &amp; new objects.</p>	<p>Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, songs, museum displays.</p> <p>Answer Qs using an artefact/photo provided.</p>	<p>Discuss change and continuity in as aspect of life.</p> <p>Explain why some objects belong in the past.</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Explain why a story was set in the past.</p>	<p>Recognise why people did things and what happened as a result.</p>	<p>Recognise and make simple observations about who was important in an historical event and why.</p> <p>Retell a familiar story/fact from the past.</p>
<p><b>Tier 2 vocab (words more frequently used)</b></p>	<p>What...? When...? Where...?</p>	<p>different, because, important, living memory, remembers, older generation, memories, drawing, photograph, camera detective, opinion, artefact</p>	<p>Measurements of time: timeline, artefacts, historic, year, decade, century, ancient, modern, long ago, timeline, date, order, similar, different,</p>	<p>Measurements of time:</p>	<p>Why? Results</p>	<p>memories, drawing, photograph, camera detective, opinion, artefact</p>



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<b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b>	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022
<b>PROGRESSION AND SEQUENCING-From EYFS</b>						
<b>The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.</b>  <b>Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.</b>	ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the 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					



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	What are we learning in Elm Class?					
	Historical Enquiry	Interpreting History/Evidence	Continuity & Change	Similarities & Difference	Cause & Consequence	Significance
<p>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 [Florence Nightingale,]</p> <p>Significant historical events, people and places in their own locality.</p> <p>Events beyond living memory that are significant nationally or globally-Great Fire of London.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Prince William and Harry-mental health</p> <p><b>Chronology</b> Develop, then demonstrate an awareness of the past using common words &amp; phrases relating to the passing of time e.g A long time ago, recently, when my.....younger, years. Begin to show where people &amp; events fit into a broad</p>	<p>Ask &amp; begin to answer Qs about events with Who, When, What happened...?</p> <p>Use first hand resources to find out information. (interview)</p> <p>Explain why Britain has a special history by naming some famous event and famous people.</p>	<p>Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, songs, museum displays.</p> <p>Sequence a set of objects in chronological order.</p>	<p>Discuss change and continuity in as aspect of life. (If houses is your topic, how have appliances in a kitchen changed? Are there any from the past that are still used today?)</p> <p>Work out how long ago an event happened.</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Give examples of things that are different in their life from that of their grandparents.</p>	<p>Recognise why people did things and what happened as a result (Why did Guy Fawkes try to blow up Parliament?) What happened as a result?</p> <p>Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p>	<p>Recognise and make simple observations about who was important in an historical event and why.</p> <p>Recount interesting facts from a historical event.</p>



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chronological framework. Begin to use dates.						
<b>Tier 2 vocab (words more frequently used)</b>	<b>What...? When...? Where...? Why?</b>	investigate, research, evidence, Historians, experts, letters, newspapers, websites, detective opinion, artefact	detective opinion, artefacts	chronological order era/period,		
<b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b>  Words associated with individual topics - add as you go a long update: July 2022	The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys diary danger Christopher Wren St Paul's Cathedral			Old, older, beyond living memory		

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NC Objective	What are we learning in Beech Cycle A?					
	Historical Enquiry	Interpreting History/Evidence	Continuity & Change	Similarities & Difference	Cause & Consequence	Significance
<p>Pupils should be taught: Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Chronology</b> Develop increasingly secure knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Use mathematical knowledge to work out how long ago events would have happened</p>	<p>Ask and answer Qs about the past considering aspects of change, cause, similarity and difference and significance. Suggest where we might find answers to Qs considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Construct and organise responses by selecting relevant historical data.</p> <p>Use the terms BC and AD, decade, ancient and century to describe periods.</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Explain why Britain was an important country to have invaded and conquered.</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Set a timeline to show the different groups that invaded Britain.</p>	<p>Describe some of the similarities and differences between different periods e.g. social, belief, local and individual.</p> <p>Use research to identify similarities and differences between given periods in history.</p>	<p>Identify and give reasons for historical events and changes.</p> <p>Explain why a war may cause distress.</p>	<p>Identify and begin to describe historically significant events in situations.</p> <p>The role of an archaeologist is significant because...</p>



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<b>Tier 2 vocab (words more frequently used)</b>	B.C (Before Christ) A.D (Anno Domini), museum	first hand evidence, second hand evidence,	millennium, thousands of years,		sources, importance significance, impact, effects, first hand evidence, second hand evidence, oral history,	Archaeologist
<b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b>	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022

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NC Objective	What are we learning in Oak Class Cycle A?					
	Historical Enquiry	Interpreting History/Evidence	Continuity & Change	Similarities & Difference	Cause & Consequence	Significance
<p>Pupils should be taught: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The Roman Empire and its impact on Britain</p> <p><b>Chronology</b> Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past.</p>	<p>Devise, ask and answer more complex Qs about the past, considering key concepts in history. Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past. Construct and organise response by selecting and organising relevant historical data.</p>	<p>Understand that the past is represented and interpreted in different ways and gives reasons for this.</p> <p>Use dates and historical language in their work.</p>	<p>Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies. Understand and explain how crime and punishment has changed over the years.</p>	<p>Show understanding of some of the similarities and differences between different periods e.g. social, belief, local, individual.</p>	<p>Begin to offer explanations about why people in the past acted the way they did.</p> <p>Explain how significant events in history have helped shape the country we have today.</p>	<p>Given reasons why some events, people or developments are seen as more significant than others.</p> <p>Draw a timeline to include different time periods, when famous people lived etc.</p>
<p><b>Tier 2 vocab (words more frequently used)</b></p>	<p>millennium, thousands of years, World War I, World War II ,</p>	<p>to weigh up both sides, on one hand, however different experiences, primary evidence, secondary evidence, eye witness, this source suggests that... this source doesn't show</p>	<p>consequences legacy</p>		<p>change continuity cause/s infer suggest My conclusion is that....</p>	<p>chronological order era/period B.C (Before Christ), A.D (Anno Domini),</p>



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		that... reliable could have been... might have been... may be impact effects significance impression				
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NC Objective	What are we learning in Beech Class Cycle B?					
	Historical Enquiry	Interpreting History/Evidence	Continuity & Change	Similarities & Difference	Cause & Consequence	Significance
Pupils should be taught: Changes in Britain from the Stone Age to the Iron Age.  The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of	Ask and answer Qs about the past considering aspects of change, cause, similarity and difference and significance. Suggest where we might find answers to Qs	Be aware that different versions of the past may exist and begin to suggest reasons for this.	Describe and begin to make links between main events, situations and changes within and across different periods and societies.	Describe some of the similarities and differences between different periods e.g. social, belief, local and individual.	Identify and give reasons for historical events and changes.  How have past events help to shape our lives?	Identify and begin to describe historically significant events in situations.



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<p>the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><b>Chronology</b> Develop increasingly secure knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Plot recent history on a timeline in centuries.</p>	<p>considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Construct and organise responses by selecting relevant historical data.</p>	<p>Explain that people's way of life in the past was dictated by their jobs and how the food they ate was different because of the availability of different sources of food.</p>	<p>Build up a picture of what main events happened in Britain/the world during different centuries.</p>		<p>Explain why and how weapons have changed by the development of inventions that have occurred within a given time period.</p>	<p>Give reasons as to why you support a historical argument.</p>
<p><b>Tier 2 vocab (words more frequently used)</b></p>	<p>B.C (Before Christ) A.D (Anno Domini), museum</p>	<p>first hand evidence, second hand evidence,</p>	<p>millennium, thousands of years,</p>		<p>sources, importance significance, impact, effects, first hand evidence, second hand evidence, oral history,</p>	<p>Archaeologist</p>
<p><b>Tier 3 vocab (not frequently used except when learning specific knowledge and skills)</b></p>	<p>words associated with individual topics - add as you go a long update: July 2022</p>	<p>words associated with individual topics - add as you go a long update: July 2022</p>	<p>words associated with individual topics - add as you go a long update: July 2022</p>	<p>words associated with individual topics - add as you go a long update: July 2022</p>	<p>words associated with individual topics - add as you go a long update: July 2022</p>	<p>words associated with individual topics - add as you go a long update: July 2022</p>

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What are we learning in Oak Class Cycle B?						
	Historical Enquiry	Interpreting History/Evidence	Continuity & Change	Similarities & Difference	Cause & Consequence	Significance
<p>Learn about 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.</p> <p>A local history study</p> <p><b>Chronology</b> Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Say where a period of history fits into a timeline. Can pupils explain that some ancient civilisations showed</p>	<p>Devise, ask and answer more complex Qs about the past, considering key concepts in history. Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past. Construct and organise response by selecting and organising relevant historical data. Pose &amp; answer their own historical Qs.</p>	<p>Understand that the past is represented and interpreted in different ways and gives reasons for this.</p> <p>Summarise how Britain had a major influence on world history.</p>	<p>Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies.</p> <p>Explain what Britain has learnt from other countries and civilisations through time gone by and more recently.</p>	<p>Show understanding of some of the similarities and differences between different periods e.g. social, belief, local, individual.</p>	<p>Begin to offer explanations about why people in the past acted the way they did.</p> <p>Can pupils appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.</p>	<p>Given reasons why some events, people or developments are seen as more significant than others.</p> <p>Suggest why there may be different interpretations of events.</p> <p>Explain why certain events, people and changes might be seen as more significant than others/</p>



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greater advancements than people who lived centuries after them.						
<b>Tier 2 vocab (words more frequently used)</b>	B.C (Before Christ) A.D (Anno Domini), museum	first hand evidence, second hand evidence,	millennium, thousands of years,		sources, importance significance, impact, effects, first hand evidence, second hand evidence, oral history,	Archaeologist
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Class teachers will highlight the following assessment criteria in their assessment spreadsheet document.

<b>Y1 Non Negotiables</b>	Progression/Assessment Criteria - Non Negotiables for History <i>Chronology, Key concepts, Vocabulary, Historical enquiry</i>
	<i>I can place several events I have been learning about in order.</i>
	<i>I know that people lived and that things happened before I was born.</i>
	<i>I can retell familiar stories from the past.</i>
	<i>I can recall facts from the past.</i>
	<i>I can give some reasons to describe how my own life is different from lives of people in the past.</i>



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	I can talk about why important familiar events happened and what followed as a result i.e. why we wear poppies; why we have bonfire night etc
	I can ask questions about events from the past.
	I can make simple observations about historical events.
	I can make simple observations about historical people.
	I can use common words and phrases when I am talking about my work in History, i.e. before, after, earlier, later, long ago, in the past, now.
	I can answer how and why questions in response to stories or events.
	I can discuss how aspects of life change over time.
	I can explain why some objects belong in the past.
	I know that information about the past can be found in books and on computers.

Y2 Non Negotiables	Progression/Assessment Criteria - Non Negotiables for History
	Chronology, Key concepts, Vocabulary, Historical enquiry
	I can place several events I have been learning about on a timeline.
	I can use a wider range of words and phrases to support my work in History i.e. chronological, timeline, years, lifetime, past, present, artefacts
	I can ask who, what happened and when.
	I know that I can find out information from a number of different sources:
	<ul style="list-style-type: none"><li>• Books</li><li>• Books</li><li>• Artefacts</li><li>• Films</li><li>• Songs</li><li>• Stories</li><li>• Museums</li><li>• First hand experience.</li></ul>
	I can work out how long ago something happened.
	I can talk about the lives of people in the past.
	I can talk about events from the past.
	I can talk about why people did things and what happened as a result i.e. why did Guy Fawkes blow up Parliament and what happened as a result.
	I can identify some similarities and differences between life now and life in the past.
	I can ask relevant questions to find out more about the past.
I can sequence a set of objects in chronological order.	



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	I can answer questions about the past, giving simple reasons for my answers.
	I can discuss how different events can be represented.
	I can find simple information using books or computers to learn more about the past
	I can identify similarities between different periods in the past.
	I can give examples of how things are different from things in my life time to that of my grandparents.

<b>Y3 Non Negotiables</b>	Progression/Assessment Criteria - Non Negotiables for History
	Chronology, Key concepts, Vocabulary, Historical enquiry
	I can place a number of events chronologically on a BC/AD timeline.
	I can use appropriate historical terms when talking about chronology i.e. periods, BC, AD, age, century etc
	I can make comparisons between ways of life at different times i.e. modern times/ancient times.
	I can describe different aspects of society during Ancient times i.e. social, cultural, religious customs.
	I know who the significant people were and why they were important.
	I know who the significant events were and why they were important.
	I know that aspects of life today have been affected by events from the past.
	I can explain why Britain was an important country to invade.
	I can choose the best source to help me to answer a question about the past.
	I am aware that there may be different versions of an event that took place in the past.
I know that the past can be represented and interpreted in different ways.	
I can use a frame/template to record my knowledge of the past including key information and historical terms.	

<b>Y4 Non Negotiables</b>	Progression/Assessment Criteria - Non Negotiables for History
	Chronology, Key concepts, Vocabulary, Historical enquiry
	I can place the periods of time I am learning about on a timeline.
	I can find links between the periods of time that I study.
	I can talk about the main events and key changes that took place within the time periods I have studied.
	I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons
	I know about significant people/events within the time periods I have studied and can describe their impact on life at that time.
	I can choose a range of sources to help me to talk in depth about different aspects of the past.
I can give examples of how the past can be represented and interpreted in different ways.	



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I can follow a set of success criteria in order to present my knowledge and understanding of History.

Y5 Non Negotiables	Progression/Assessment Criteria - Non Negotiables for History Chronology, Key concepts, Vocabulary, Historical enquiry
	I can use a time line to help me talk about key aspects within the time periods I have studied.
	I can use historical dates in my work.
	I can use historical language in my work.
	I can describe connections and identify contrasts when talking about different time periods.
	I can give reasons for the main events and key changes that took place within the time periods I have studied.
	I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Islamic Civilisation
	I can talk about significant people/events within the time periods I have studied and describe their impact on life at that time and on life today.
	I can explain how crime and punishment has changed over the years.
	I can find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence.
Y6 Non Negotiables	Progression/Assessment Criteria - Non Negotiables for History Chronology, Key concepts, Vocabulary, Historical enquiry
	I can talk confidently about the different periods of time I have studied, providing an accurate chronology.
	I can make links within and across periods of history studied.
	I can describe connections, identify contrasts and talk about trends over time to show my understanding of chronology.
	I can talk about significant individuals from the past and offer explanations for their actions.
	I can provide reasons why some events, individuals, developments are seen as more significant than others.
	I can find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence.
	I can give reasons for the different ways the past is represented and how this affects interpretation.
I can work independently/ in a small group to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.	



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