



# Lanivet History Subject Progression

Skill Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>-Can understand the concept of chronology</li> <li>-Can understand time passing through seasons and days</li> </ul>	<ul style="list-style-type: none"> <li>-Can sequence topic relevant chronological events</li> <li>-Can explain the difference between within and beyond living memory</li> <li>-Can use a range of everyday chronological language accurately</li> </ul>		<ul style="list-style-type: none"> <li>-Can understand the difference between a period of history and KS1 topics studied</li> <li>-Can use specific chronological terms accurately (scale, duration, intervals)</li> <li>-Can construct and explain timelines</li> <li>-Can start making links between the periods studied</li> </ul>		<ul style="list-style-type: none"> <li>-Can place history topics into a coherent narrative and explain links between some periods</li> <li>-Can compare and construct concurrent timelines</li> <li>-Can identify link between local, national and world picture during topic studied</li> </ul>	
<b>Enquiry, Evidence + Interpretation</b>	<ul style="list-style-type: none"> <li>-Use stories to develop curiosity about the past</li> <li>-Answer how and why questions in response to stories</li> <li>-Explain own knowledge and understanding and ask appropriate questions</li> </ul>	<ul style="list-style-type: none"> <li>-Observe or handle sources to answer questions about the past on the basis of simple observations</li> <li>-Identify different ways of representing the past</li> <li>-Begin to discuss the reliability of sources</li> </ul>		<ul style="list-style-type: none"> <li>-Use sources to begin to ask questions about the past</li> <li>-Use evidence to build up a picture of a past event</li> <li>-Identify and give reasons for different ways in which the past is represented</li> <li>-distinguish between different sources and compare different versions of the same story</li> <li>-Begin to evaluate the usefulness of different sources</li> </ul>		<ul style="list-style-type: none"> <li>-Begin to devise historically valid questions</li> <li>-Recognise primary and secondary sources</li> <li>-Use a range of sources to find out about an aspect of time</li> <li>-Offer some reasons for different versions of events</li> <li>-Be aware that different evidence will lead to different questions</li> </ul>	
<b>Governance and monarchy</b>			<p><b><u>Gunpowder Plot</u></b></p> <ul style="list-style-type: none"> <li>-understand who Guy Fawkes is and why he is famous.</li> <li>-understand how the actions of King James led to the Gunpowder plot</li> <li>-find out about the main events of the Gunpowder Plot</li> <li>-explore the consequences for trying to harm King James</li> <li>-discuss how and why the Gunpowder plot is remembered</li> <li>-recreate the events of the gunpowder plot</li> </ul>	<p><b><u>Crime and Punishment</u></b></p> <ul style="list-style-type: none"> <li>-discuss what do we know about the governance of Crime and Punishments today.</li> <li>-discover the crime and punishments in Roman times and how they introduced the British Justice system.</li> <li>-compare the justice, crime and punishments from Anglo-Saxon times with Roman and modern day</li> <li>-study evidence to learn about governance in the</li> </ul>	<p><b><u>Victorians</u></b></p> <ul style="list-style-type: none"> <li>-place events in the Victorian era chronologically</li> <li>-identify why Queen Victoria was considered to be a good monarch</li> </ul>	<p><b><u>Anglo-Saxons</u></b></p> <ul style="list-style-type: none"> <li>-Study of King Raedwald of East Anglia and make connections to Sutton Hoo.</li> </ul> <p><b><u>Vikings</u></b></p> <ul style="list-style-type: none"> <li>-research King Alfred and explain why he was known as 'Alfred the Great'</li> </ul>	

				<p>Tudor times and how this affected the poor</p> <ul style="list-style-type: none"> <li>-discuss why changes in governance has affected punishments in place today</li> <li>-research Dick Turpin from the Georgian Times and how he went against the justice system</li> <li>-learn about Victorian times with the introduction of the police force and of prisons.</li> </ul> <p><b><u>Tudors</u></b></p> <ul style="list-style-type: none"> <li>-find out who the Tudors were and place them in British history on the timeline.</li> <li>-learn about social hierarchy and the restrictions and roles for the rich and poor</li> </ul>			
<b>Society and culture</b>	Super me!	<p><b><u>Toys</u></b></p> <ul style="list-style-type: none"> <li>-Observe how toys have changed over time from different eras.</li> <li>-understand how the materials used for making toys have changed over time.</li> <li>-research and identify painting of toys, old and new.</li> <li>-understand how children's books</li> </ul>	<p><b><u>Great Fire of London</u></b></p> <ul style="list-style-type: none"> <li>-understand societies beyond living memory</li> <li>-locate where and when the Great Fire of London started.</li> <li>-understand the key events of the Great Fire of London using artefacts.</li> <li>-explain how and why the fire spread so quickly</li> </ul>	<p><b><u>Stone Age</u></b></p> <ul style="list-style-type: none"> <li>- discuss and identify the difficulties of knowing what society was like in the Stone Age (prehistoric) due to no written evidence.</li> <li>-Study where it is on timeline and within the chronology of other periods of time.</li> <li>-examine cave paintings, discussing what they tell us</li> </ul>	<p><b><u>Victorians</u></b></p> <ul style="list-style-type: none"> <li>-Use sources of evidence to find out about lives of working children and how childhood is different in our society</li> <li>-Make comparisons between school in Victorian society and now.</li> <li>-Study the work of Dr Barnardo and Lord Shaftesbury and be</li> </ul>	<p><b><u>Ancient Greeks</u></b> --</p> <ul style="list-style-type: none"> <li>identify similarities and difference in childhood between Ancient Greek times and our society</li> </ul> <p><b><u>Anglo-Saxons</u></b></p> <ul style="list-style-type: none"> <li>-investigate why the discovery at Sutton Hoo is important to Anglo-Saxon society</li> <li>-research the society of the Anglo-Saxons were and where they</li> </ul>	<p><b><u>Mayans</u></b></p> <ul style="list-style-type: none"> <li>-place events from the Mayan era in chronological order and discuss the most importance events in their society</li> <li>-understand features of Mayan engineering and the effect it had on future civilisations</li> <li>-understand why Mayan art was important to their</li> </ul>

		<p>have changed over time</p> <ul style="list-style-type: none"> <li>-compare and contrast toys from different time periods</li> <li>- create a class museum to show my understanding of the history of toys</li> </ul> <p><b><u>History of Lanivet</u></b></p> <ul style="list-style-type: none"> <li>-understand the history of the land (mining)</li> <li>-make observations of the parish church and discuss how this has changed overtime</li> <li>-compare maps of Lanivet throughout history</li> <li>-compare Lanivet school throughout the years</li> <li>- explain how Lanivet has changed within my living memory</li> </ul>	<ul style="list-style-type: none"> <li>-research what Samuel Pepys diary teaches us about the society he lived in</li> <li>-understand the significance the fire had on London and how it changed society</li> <li>-explain my understanding about the Great Fire of London</li> </ul>	<p>about Stone Age society</p> <ul style="list-style-type: none"> <li>-Investigate how we know what their homes were like and why they evolved</li> <li>- discover what food would they have eaten in their society</li> <li>-find out and identify what type of clothing did they wear in that society</li> </ul> <p><b><u>Tudors</u></b></p> <ul style="list-style-type: none"> <li>-explore why banquets were important in society and discuss whether they were healthy</li> <li>-explore the differences between rich and poor Tudor homes in society</li> <li>-investigate what clothes the rich and poor Tudors wore.</li> <li>-compare family life for the rich and poor in the Tudor society</li> </ul>	<p>able to explain why their work was important to improving Victorian society</p> <ul style="list-style-type: none"> <li>-compare and contrast lives of Victorian children based on gender and social class</li> <li>-use my knowledge to show how life for children has changed since Victorian society</li> <li>-Local history study– Lanhydrock House– understand important events that have happened here and make connections between our learning about Victorian society</li> </ul>	<p>originated from</p> <ul style="list-style-type: none"> <li>-explore Anglo-Saxon society including art, music, legends and poetry</li> <li>-explore the spread of Christianity in Britain and the changes this caused in society</li> </ul>	<p>culture</p> <ul style="list-style-type: none"> <li>-compare uses of art to now in society</li> <li>-use evidence to justify my viewpoint about the Mayan civilisation</li> </ul> <p><b><u>WW2</u></b></p> <ul style="list-style-type: none"> <li>-chronologically order some of the pivotal events of WW2 and discuss their importance to society</li> <li>-describe the process of evacuation and understand how this affected members of society</li> <li>-understand the effect of rationing on society during WW2</li> <li>-use sources to explain and justify the role of women in society during WW2</li> <li>-develop an understanding of the sacrifices made by a soldier in WW2</li> <li>-communicate and present my historical understanding of life in WW2</li> </ul>
<b>Movement and migration</b>				<p><b><u>Stone Age</u></b></p> <ul style="list-style-type: none"> <li>-compare life, including migration, in the Stone Age with the Bronze Age and</li> </ul>	<p><b><u>Romans</u></b></p> <ul style="list-style-type: none"> <li>-order and understand the timeline of events that led to the</li> </ul>	<p><b><u>Vikings</u></b></p> <ul style="list-style-type: none"> <li>-place the events the Viking Invasions chronologically</li> <li>-identify the features</li> </ul>	

				Iron Age.	<p>expansion of the Roman Empire</p> <ul style="list-style-type: none"> <li>-explain how and why Romans invaded Britain</li> <li>-find out how soldiers prepared for battle and the explain the consequences of this preparation on the migration of the Empire</li> <li>-identify the key tactics used by the army during battle and explain their importance to the Empire</li> <li>-Use a range of resources and sources to learn about Boudicca and how this affected the movement of the army</li> <li>- Identify the legacy left behind the Roman Empire</li> </ul>	<p>of Viking settlements and their impact and Anglo Saxon society</p> <ul style="list-style-type: none"> <li>-investigate Viking life in Britain following their migration</li> <li>-answer questions about England becoming an unfired country</li> <li>-explain the events of the end of the Viking era</li> </ul>	
<b>Achievements</b>		<p><b><u>Mae Jemison</u></b></p> <ul style="list-style-type: none"> <li>-understand who Mae Jemison is and explain why she is famous.</li> <li>- research MJ and create a timeline that summarises her life</li> <li>- understand why she is an inspiration to others</li> <li>-know how MJ contributed to national and</li> </ul>	<p><b><u>Isambard Kingdom Brunel</u></b></p> <ul style="list-style-type: none"> <li>-understand who IKB is and why he is famous.</li> <li>-research IKB creations that contributed to national and international travel.</li> <li>-understand the significance IKB had on life in the past.</li> </ul>		<p><b><u>Ancient Egyptians</u></b></p> <ul style="list-style-type: none"> <li>-compare life between the 4 major ancient civilisations</li> <li>-Investigate who the Egyptians were and place them on a timeline</li> <li>-learn about the pyramids and explain why they were important</li> <li>-understand the process of</li> </ul>	<p><b><u>Ancient Greeks</u></b></p> <ul style="list-style-type: none"> <li>-identify who the Ancient Greeks were and chronologically order important events from their era</li> <li>-research the reasons for Greek warfare and the results of this on their lives</li> <li>-identify the importance of Greek Gods and heroes</li> </ul>	<p><b><u>Mayans</u></b></p> <ul style="list-style-type: none"> <li>-explore the Maya number system and contrast to ours</li> <li>-identify the part the Maya played in developing astronomy and make comparisons between their calendars and ours</li> </ul> <p><b><u>Fiction to investigate history</u></b></p>



		<p>international achievements</p> <ul style="list-style-type: none"> <li>- understand how following our dreams can impact on our future</li> <li>-communicate and present my learning about MJ</li> </ul>	<ul style="list-style-type: none"> <li>-know the importance of IBK creations has on the present.</li> <li>-identify the design features of IBK's inventions and why they were special</li> <li>-communicate and present my learning about IBK</li> </ul>		<p>mummification and why the process was considered so important.</p> <ul style="list-style-type: none"> <li>-identify different Gods that were worshipped</li> <li>-explore the significance of hieroglyphics and discover how the Egyptians created parchment</li> <li>-find out about Tutankhamun and what the discovery of his tomb teaches us about the Egyptians</li> </ul>	now and then	<ul style="list-style-type: none"> <li>-produce a timeline of our chosen historical areas and discuss why they are important</li> <li>-demonstrate my understanding studying a range of fiction resources and their ability to teach me key facts about the Titanic and its impact on travel</li> <li>-produce a case study on the achievements of polar exploration based on fiction resources</li> <li>-compare a range of evidence and their ability to teach me about life in WW2</li> <li>-express my understanding of the Victorians based on fiction</li> </ul>
<b>Trips/ Enrichment experiences</b>		Visit the church tower	Great Fire of London burning of houses and WOW day	Truro Museum trip- Stone Age to Iron Age	Victorian School Day Local History study visit to Lanhydrock House	National Maritime Museum	Bodmin Keep trip linked to WW2