



Lanivet History Subject Progression

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

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

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

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



		<p>international achievements</p> <ul style="list-style-type: none"> - understand how following our dreams can impact on our future -communicate and present my learning about MJ 	<ul style="list-style-type: none"> -know the importance of IBK creations has on the present. -identify the design features of IBK's inventions and why they were special -communicate and present my learning about IBK 		<p>mummification and why the process was considered so important.</p> <ul style="list-style-type: none"> -identify different Gods that were worshipped -explore the significance of hieroglyphics and discover how the Egyptians created parchment -find out about Tutankhamun and what the discovery of his tomb teaches us about the Egyptians 	now and then	<ul style="list-style-type: none"> -produce a timeline of our chosen historical areas and discuss why they are important -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 -produce a case study on the achievements of polar exploration based on fiction resources -compare a range of evidence and their ability to teach me about life in WW2 -express my understanding of the Victorians based on fiction
Trips/ Enrichment experiences		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