

Galliard History Overview – Progression

		Autumn	Spring	Summer
KS1	Year 1	Topic Toys	Neil Armstrong	Matthew Henson
	Knowledge	Changes within living memory	The lives of significant individuals in the past who have contributed to national and international achievements	The lives of significant individuals in the past who have contributed to national and international achievements
	Skills	Pupils should: <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time know where the people and events they study fit within a chronological framework identify similarities and differences between ways of life in different periods use a wide vocabulary of everyday historical terms ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events understand some of the ways in which we find out about the past and identify different ways in which it is represented 		
	Year 2	Topic Remembrance	Mary Seacole and Edith Cavell	The Great Fire of London
	Knowledge	Events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements	Significant historical events, people and places in their own locality
	Skills	Pupils should: <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time know where the people and events they study fit within a chronological framework identify similarities and differences between ways of life in different periods use a wide vocabulary of everyday historical terms ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events understand some of the ways in which we find out about the past and identify different ways in which it is represented 		

LKS2	Year 3	Topic	Autumn The Stone Age	Spring The Iron Age	Summer Ancient Egypt
		Knowledge	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilisations
		Skills	Pupils should: <ul style="list-style-type: none"> develop their knowledge and understanding of chronology and can generally place periods of history they have learnt about accurately on a timeline make links between areas of History they have studied in Year 3 and previously and identify some similarities and differences between them remember and use vocabulary linked to the area of study begin to use more specific words and phrases to indicate time begin to learn new vocabulary related to history in general (civilisation, empire, etc.) begin to ask more in-depth questions to develop their understanding be able to answer questions related to the area of study accurately use sources to justify their answers remember key facts and information from areas of study in Year 3 identify at least 2 ways we gather information be able to use at least 1 type of source to gather information confidently understand how our knowledge of the past is constructed from a range of sources. 		
	Year 4	Topic	Ancient Greece	The Romans	The Mayans
		Knowledge	A study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact on Britain	A non-European society that provides contrasts with British history
		Skills	Pupils should: <ul style="list-style-type: none"> become more secure in their understanding of chronology and can place periods of history they have learnt about accurately on a timeline confidently make links between areas of History they have studied and identify some similarities and differences between them remember and use vocabulary linked areas they have studied in Year 4 and previously use a range of words and phrases to indicate time understand some vocabulary related to history in general (civilisation, empire, etc.) ask questions to develop their understanding begin to challenge some sources of information begin to show some organisation of information that is purposeful for responding to or asking questions remember key facts and information from areas of study in Year 4 and previous areas of study begin to understand how our knowledge of history is developed through a range of sources begin to use more than one source to gather information 		

		Autumn	Spring	Summer	
UKS2	Year 5	Topic	Anglo - Saxons	Vikings	
		Knowledge	Britain's settlement by Anglo-Saxons	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
		Skills	Pupils should: <ul style="list-style-type: none"> • have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history • compare historical periods, identifying similarities and differences between them • begin to identify trends over time • remember and use vocabulary from the areas they have studied in Year 5 as well as remembering some from previous studies • use words and phrases to indicate time, talking about decades, centuries, millennium etc. • understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation, era etc. • ask questions to develop their understanding and also ask questions of what people have said • challenge sources of information • begin to make purposeful selections about information they wish to include in responses • organise information purposefully when responding to or asking questions • remember key facts and information from areas of study in Year 5 and previous areas of study • build their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 		
	Year 6	Topic	Victorians	World War Two	Windrush Generation
		Knowledge	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A local history study	A local history study
		Skills	Pupils should: <ul style="list-style-type: none"> • have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history • compare historical periods, identifying similarities and differences between them • begin to identify trends over time • remember and use vocabulary from the areas they have studied in Year 6 as well as remembering some from previous studies • use words and phrases to indicate time, talking about decades, centuries, millennium etc. • understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. • ask questions to develop their understanding and also ask questions of what people have said • challenge sources of information • begin to make purposeful selection about information they wish to include in responses • organise information purposefully when responding to or asking questions • remember key facts and information from areas of study in Year 6 and previous areas of study • build their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc 		