

Subject: History

Year One	National Curriculum Objectives	Progression of Skills
	<p>“Ourselves” & “Toys”</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages</p> <p>I can create a personal timeline to include significant milestones I can describe how old toys and new toys are different I understand what toys are made out of and know how these materials have changed over time I understand the different ways that toys work and how this has changed over time</p>
	<p>events beyond living memory that are significant nationally or globally</p>	<p>Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p>
	<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Elizabeth I</p>	<p>Losely Park: <i>The story of Loseley Park begins with the purchase of the Manor of Loseley during the reign of Henry VII. As Sheriff of Surrey and Sussex the purchaser, Sir Christopher More, was a man of considerable influence and power, yet it was his son, Sir William More, also a direct ancestor of the current owner, who first began building work in earnest.</i></p> <p>(Elizabeth I visited four times. She also gave an enormous silver commemorative plate to the town. It's now in the Guildhall.)</p>
	<p>Old St Joseph's Significant historical events, people and places in their own locality. Investigate archive photos and documents in</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, photographs</p> <p>I can compare the classrooms of the past to classrooms of today I can ask questions about what school used to be like and understand that school has changed over time I can describe how school has changed since I</p>

<p>our school. “What was St Joseph’s like long ago?”</p>	<p>started</p> <p>“We can find out about the past through looking at and handling old household objects,</p>	
<p>Year Two</p>	<p>National Curriculum Objectives</p>	<p>Progression of Skills</p>
<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>		<p>Sequence events closer together in time - check with reference book. Sequence photographs etc. from different periods of their life Describe memories of key events in life</p>
<p>Great Fire of London 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]</p>		<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>
<p>Florence Nightingale / Mary Seacole the lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>
<p>Significant historical events, people and places in their <i>own locality</i>.</p> <p>Guildford History Walk and Guildhall Visit.</p>		<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>

Year Three	National Curriculum Objectives	Progression of Skills
<p>The Stone Age to Iron Age</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Museum Loan Box</p> <p>Surrey's Stone Age past on display at Guildford Museum</p> 		<p>Put the project on to a timeline.</p> <p>Use dates and terms related to the study unit and passing of time Sequence several events or artefacts</p> <p>Use a range of sources to find out about a period Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research.</p>
<p>Ancient Greece a study of Greek life and achievements and their influence on the western world</p> <p>Greek Day</p>		<p>Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc</p>

Year Four	National Curriculum Objectives	Progression of Skills
<p>Ancient Egypt an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Haslemere Museum/Artefact Box</p> <p>Roman Britain:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica • ‘Romanisation’ of Britain: sites such as Fishbourne and the impact of technology, culture and beliefs, including early Christianity <p>Fishbourne Visit</p> <p>There is a fair chance of there having been a Roman settlement of some nature near Guildford, where the ancient ridge-track "The Pilgrim's Way" crosses the River Wey, a tributary of the Thames. The most likely site for the settlement being between the river crossing and the junction with the Roman road to Alfoldean to the east. There are two villas on the western side of the</p>	<p>Place events from period studied on timeline Use terms related to the period and begin to date events Understand more complex terms eg BC/AD</p>	
	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	
	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	
	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	
	<p>Recall, select and organise historical information</p>	
	<p>Communicate their knowledge and understanding.</p>	

River Wey at Compton (SU9547) and Broadstreet (SU9651).

Guildford Roman headdress

The discovery of artefacts at Wanborough Roman Temple led to major changes in national law.

Included in the finds was this priests head-dress, one of the most important Roman objects in Britain. The wheel symbol at the top is linked with the Celtic version of Jupiter, a sun and sky god.

The whole thing was probably attached to a cap.

The priest would have been a local leader, and would have carried a wooden sceptre with bronze handles at either end. Surrey did not exist then: it was part of the area of the Atrebates tribe.



Year Five	National Curriculum Objectives	Progression of Skills
<p>Anglo Saxons</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne <p>Anglo Saxon Day</p>		<p>Learn and sequence events in the period of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>
<p>Vikings</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 		<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people (Viking invasion)</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period (Social Structure in 500 AD compared with kingdoms and Alfred's reforms)</p>
<p>From "Get Surrey": Anglo Saxon burial site in Guildford likely to include gruesome skeletons of Prince Alfred's massacred troops</p> <p>When more than 220 bodies were discovered in Guildford at a mass Anglo Saxon burial site, it provided answers to an infamous massacre In 1929, the bones of</p>		<p>Compare accounts of events from different sources – fact or fiction (Alfred)</p> <p>Offer some reasons for different versions of an event (Different views of Vikings)</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>

more than 200 people, buried in shallow graves, were discovered not far from here in the grounds of a house in Guildown Avenue.

There were, in fact, two separate burials. Some 36 bodies found at a deeper depth with their possessions were Anglo-Saxon pagans from the sixth century. Of the second set of burials, lying barely a couple of feet under the soil, were a total of 222 skeletons literally thrown into graves in a haphazard manner. Archaeologists were convinced these people had been brutally murdered. They have been linked to an event recorded in history by the Anglo-Saxon Chronicle, pointing to a bloody massacre here in 1036. The tale states that it was the Earl of Wessex's men who killed men of Alfred Atheling's army as they camped for the night at Guildford while on their way to Winchester.



Changes:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- [Conflict through time](#)
A lesson that introduces pupils to the idea of change and continuity in warfare.

Compare old and new OS Maps of Guildford.

Compare old and contemporary photos of Guildford.

Year Six	National Curriculum Objectives	Progression of Skills
<p>Early Islamic Civilisation one study chosen from: early Islamic civilization, including a study of Baghdad AD 900</p>		<p>Place current study on timeline in relation to other studies</p> <p>Learn and sequence events in the period of time studied</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
		<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
		<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>
		<p>Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p>
		<p>Select and organise information to produce structured work, making appropriate use of dates and terms</p>