



Curriculum:

# Progression in History



## **INTENT - The History Curriculum**

End of Key Stage outcomes are taken from ELG's with a specific historical focus\* as well as National Curriculum outcomes for the end of Key Stage. In order to make children's progress develop on an upward trajectory, the objectives are split into targeted year groups. Furthermore, the history curriculum at our schools is bespoke to the children's experiences and local history linked to the local area. The National Curriculum for History states that teaching should equip pupil's to have an understanding of the history of Britain which will equip them for the wider world.

It is our aim for children to leave our schools as enthusiastic and competent historians who have a breadth and depth of understanding to equip them in their secondary education and beyond.

# IMPLEMENTATION - Progression in History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical context	<ul style="list-style-type: none"><li>Join in discussions, role-play and activities based on key historical events and people</li><li>Know that people have not always lived in the same way through time.</li></ul>	<ul style="list-style-type: none"><li>Changes within living memory</li><li>Events beyond living memory that are significant nationally or globally</li><li>The lives of significant individuals</li><li>Significant events, people and places in their own locality</li></ul>	<ul style="list-style-type: none"><li>Changes in Britain from the Stone Age to the Iron Age</li><li>The Roman Empire &amp; It's Impact on Britain</li><li>Britain's Settlement by the Anglo Saxons and Scots</li><li>The Viking Battle for Britain</li><li>A local history study</li><li>A study of a theme in British history (beyond 1066) could link to Victorians, WWII etc.)</li><li>The Achievements of Ancient Civilisations</li><li>Ancient Greece</li><li>A Non-European Study</li></ul>				
Knowledge and understanding of people, places and events in the past	<ul style="list-style-type: none"><li>Celebrate key historical events and people through storytelling and role-play.</li><li>Identify simple reasons for why life was different 'then.'</li></ul>	<ul style="list-style-type: none"><li>Recall some facts about people / events before living memory.</li><li>Say why people acted the way they did.</li><li>Use different sources of information to describe the past. (photos, drawings, diaries, eye witness accounts)</li><li>Identify and describe similarities and differences between ways of life then and now.</li></ul>	<ul style="list-style-type: none"><li>Use evidence to describe cultural and leisure activities from the past.</li><li>Use evidence to describe the clothes, way of life and customs of people in the past.</li><li>Use evidence to describe buildings and their uses.</li><li>Describe similarities and differences between periods studied.</li><li>Describe the differences between the lives of rich and poor people in the periods studied.</li><li>Describe how the past impacts our life today</li><li>Choose reliable sources of information to find out about the past.</li><li>Give own reasons why changes may have occurred, backed up by evidence</li><li>Describe similarities and differences between people, places and artefacts</li><li>Make more detailed comparisons between periods studied.</li></ul>				
Historical Interpretation	<ul style="list-style-type: none"><li>Notice the difference between 'now and then' when looking at books, photos and artefacts.</li></ul>	<ul style="list-style-type: none"><li>Look at books, videos, pictures and artefacts to find out about the past.</li><li>Look at eye-witness accounts and visit historical sites to investigate the past</li></ul>	<ul style="list-style-type: none"><li>Explore the idea that there are different accounts of history.</li><li>Look at different versions of the same event.</li><li>Know that people represent and interpret events from the past in different ways.</li><li>Understand that some evidence from the past is propaganda, opinion or misinformation</li><li>Give reasons why accounts may differ</li><li>Identify reliable sources.</li></ul>				
Chronological Understanding	<ul style="list-style-type: none"><li>Develop an awareness of historical sites having had a former 'life.'</li><li>Talk about events from their own lives that have already happened</li><li>Order 2, then 3, events or artefacts.</li><li>Talk about the past using grammatical features of language and begin to use historical words and phrases</li></ul>	<ul style="list-style-type: none"><li>Understand the difference between things that happened in the past and present</li><li>Describe things that happened to themselves and others in the past</li><li>Use timelines to order events/objects</li><li>Use historical words and phrases, 'last week, yesterday'</li><li>Understand and use the words 'past and present'</li><li>Recount changes in their own life.</li></ul>	<ul style="list-style-type: none"><li>Understand that a timeline can be divided into BC and AD.</li><li>Use a timeline to place historical events in chronological order.</li><li>Describe dates and order significant events within periods studied.</li><li>Identify and compare changes across different time periods</li><li>Understand how some historical events occurred concurrently – for example Ancient Egypt and Prehistoric Britain.</li></ul>				
Organisation & Communication	<ul style="list-style-type: none"><li>Recall familiar objects, people and events from history.</li><li>Develop their historical vocabulary by exploring words</li></ul>	<ul style="list-style-type: none"><li>Describe objects, people or events from history</li><li>Use a wide vocabulary of everyday historical terms</li><li>Speak about how they have found out about the past</li><li>Record and present what has been learned by telling stories, drawing, writing and drama</li></ul>	<ul style="list-style-type: none"><li>Communicate Ideas about the past using different genres including writing, drawing, diagrams, data handling, drama, role-play, storytelling and ICT.</li><li>Communicate ideas about the past in the most appropriate way.</li><li>Plan and present a self-directed project or research about the period studied.</li></ul>				
Historical Enquiry	<ul style="list-style-type: none"><li>Talk about what they have learned. Explore books, photographs and artefacts about the past.</li><li>Ask questions that interest them.</li></ul>	<ul style="list-style-type: none"><li>Identify different ways the past is represented.</li><li>Explore events</li><li>Look at pictures and objects and ask questions</li><li>Use a range of sources to answer questions (photos, drawings, diaries, eye witness accounts)</li></ul>	<ul style="list-style-type: none"><li>Use documents, printed sources, the internet, pictures, photographs, music, artefacts, buildings, museums etc to gather evidence about the past</li><li>Ask questions and find answers about the past</li><li>Continue to use a range of sources to find the most accurate and relevant information about the past</li><li>Choose reliable sources of information based on what they have learnt already</li><li>Investigate own lines of enquiry by posing and answering questions</li></ul>				

## IMPLEMENTATION – FS2/Y1

Changes within Living Memory	The Lives of Significant Individuals	Events beyond Living Memory	Significant Historical Events, People & Places in our Locality
<ul style="list-style-type: none"> <li>Look at books, videos, pictures and artefacts to find out about the past.</li> <li>Understand the difference between things that happened in the past and present</li> <li>Describe things that happened to themselves and others in the past</li> <li>Use historical words and phrases, 'last week, yesterday'</li> <li>Understand and use the words 'past and present'</li> <li>Recount changes in their own life.</li> <li>Speak about how they have found out about the past</li> <li>Record and present what has been learned by telling stories, drawing, writing and drama</li> <li><b>Use timelines to order objects.</b></li> <li><b>Describe objects from history</b></li> <li><b>Look at objects from the past and ask questions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Recall some facts about people &amp; events before living memory.</b></li> <li><b>Say why people acted the way they did.</b></li> <li>Use different sources of information to describe the past.</li> <li>Identify and describe similarities and differences between ways of life then and now.</li> <li>Look at eyewitness accounts.</li> <li>Describe things that happened to themselves and others in the past</li> <li>Use timelines to order events/objects</li> <li>To describe people from history</li> <li>Record and present what has been learned by telling stories, drawing, writing and drama</li> <li>Explore events, look at pictures and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Recall some facts about people / events before living memory.</li> <li>Use different sources of information to describe the past.</li> <li>Identify and describe similarities and differences between ways of life then and now.</li> <li>Look at eye-witness accounts.</li> <li>Look at books, videos, pictures and artefacts to find out about the past.</li> <li>Describe things that happened to themselves and others in the past</li> <li><b>Use timelines to order events/objects</b></li> <li>Record and present what has been learned by telling stories, drawing, writing and drama</li> <li>Describe objects, people or events from history</li> <li>Use a wide vocabulary of everyday historical terms</li> <li>Look at pictures and objects and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Use different sources of information to describe the past. (photos, drawings, diaries, eye witness accounts)</li> <li>Identify and describe similarities and differences between ways of life then and now.</li> <li>Look at eyewitness accounts</li> <li>Visit local places of interest to find out about the past.</li> <li>Describe things that happened to themselves and others in the past</li> <li>Describe objects, people or events from history</li> <li>Speak about how they have found out about the past</li> <li>Record and present what has been learned by telling stories, drawing, writing and drama</li> <li><b>Use a range of sources to answer questions (photos, drawings, diaries, eye witness accounts)</b></li> </ul>
Objectives in bold are key objectives for the unit			

## IMPLEMENTATION – Y2

Changes within Living Memory	The Lives of Significant Individuals	Events beyond Living Memory	Significant Historical Events, People & Places in our Locality
<ul style="list-style-type: none"> <li>Look at books, videos, pictures and artefacts to find out about the past.</li> <li>Understand the difference between things that happened in the past and present</li> <li>Describe things that happened to themselves and others in the past</li> <li>Use historical words and phrases, 'last week, yesterday'</li> <li>Understand and use the words 'past and present'</li> <li>Recount changes in their own life.</li> <li>Speak about how they have found out about the past</li> <li>Record and present what has been learned by telling stories, drawing, writing and drama</li> <li><b>Use timelines to order objects.</b></li> <li><b>Describe objects from history</b></li> <li><b>Look at objects from the past and ask questions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Recall some facts about people &amp; events before living memory.</b></li> <li><b>Say why people acted the way they did.</b></li> <li>Use different sources of information to describe the past.</li> <li>Identify and describe similarities and differences between ways of life then and now.</li> <li>Look at eyewitness accounts.</li> <li>Describe things that happened to themselves and others in the past</li> <li>Use timelines to order events/objects</li> <li>To describe people from history</li> <li>Record and present what has been learned by telling stories, drawing, writing and drama</li> <li>Explore events, look at pictures and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Recall some facts about people / events before living memory.</li> <li>Use different sources of information to describe the past.</li> <li>Identify and describe similarities and differences between ways of life then and now.</li> <li>Look at eye-witness accounts.</li> <li>Look at books, videos, pictures and artefacts to find out about the past.</li> <li>Describe things that happened to themselves and others in the past</li> <li><b>Use timelines to order events/objects</b></li> <li>Record and present what has been learned by telling stories, drawing, writing and drama</li> <li>Describe objects, people or events from history</li> <li>Use a wide vocabulary of everyday historical terms</li> <li>Look at pictures and objects and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Use different sources of information to describe the past. (photos, drawings, diaries, eye witness accounts)</li> <li>Identify and describe similarities and differences between ways of life then and now.</li> <li>Look at eyewitness accounts</li> <li>Visit local places of interest to find out about the past.</li> <li>Describe things that happened to themselves and others in the past</li> <li>Describe objects, people or events from history</li> <li>Speak about how they have found out about the past</li> <li>Record and present what has been learned by telling stories, drawing, writing and drama</li> <li><b>Use a range of sources to answer questions (photos, drawings, diaries, eye witness accounts)</b></li> <li></li> </ul>
Objectives in bold are key objectives for the unit			

## IMPLEMENTATION – KS2

(Over 6 terms – 2 years- 3 should have a history focus)

Stone Age to Iron Age	The Roman Empire	Invaders & Settlers (Vikings & Anglo Saxons)
<ul style="list-style-type: none"> <li>Describe similarities and differences between periods studied.</li> <li>Describe the differences between the lives of rich and poor people in the periods studied.</li> <li>Describe similarities and differences between periods studied.</li> <li>Describe how the past impacts our life today</li> <li><b>Understand that a timeline can be divided into BC and AD.</b></li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates and order significant events within periods studied.</li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates and order significant events within periods studied.</li> <li>Communicate Ideas about the past using different genres including writing, drawing, diagrams, data handling, drama, role-play, storytelling and ICT.</li> <li>Use documents, printed sources, the internet, pictures, photographs, music, artefacts, buildings, museums etc to gather evidence about the past</li> <li>Ask questions and find answers about the past</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to describe cultural and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and customs of people in the past.</li> <li>Use evidence to describe buildings and their uses.</li> <li>Describe similarities and differences between periods studied.</li> <li><b>Describe the differences between the lives of rich and poor people in the periods studied.</b></li> <li>Describe how the past impacts our life today – focus on local history links Jorvik, A1 etc.</li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates and order significant events within periods studied.</li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates and order significant events within periods studied.</li> <li>Communicate Ideas about the past using different genres including writing, drawing, diagrams, data handling, drama, role-play, storytelling and ICT.</li> <li>Use documents, printed sources, the internet, pictures, photographs, music, artefacts, buildings, museums etc to gather evidence about the past</li> <li>Ask questions and find answers about the past</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to describe cultural and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and customs of people in the past.</li> <li>Use evidence to describe buildings and their uses.</li> <li>Describe similarities and differences between periods studied.</li> <li>Describe how the Vikings &amp; Anglo Saxons impact our life today</li> <li><b>Explore the idea that there are different accounts of history (linked to invasion of Lindisfarne)</b></li> <li>Know that people represent and interpret events from the past in different ways (Lindisfarne)</li> <li>Look at different versions of the same event (Lindisfarne)</li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates and order significant events within periods studied.</li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates and order significant events within periods studied.</li> <li>Communicate Ideas about the past using different genres including writing, drawing, diagrams, data handling, drama, role-play, storytelling and ICT.</li> <li>Use documents, printed sources, the internet, pictures, photographs, music, artefacts, buildings, museums etc to gather evidence about the past</li> <li>Ask questions and find answers about the past</li> </ul>
Objectives in bold are key objectives for the unit		

## IMPLEMENTATION – KS2

*(Over 6 terms – 2 years- 3 should have a history focus)*

Ancient Civilisations (Maya, Egypt & Greece)	Crime & Punishment (Short Unit) Summer Term?	Changes in Time (Short Unit) Geography Link
<ul style="list-style-type: none"> <li>Describe similarities and differences between people, places and artefacts</li> <li><b>Make more detailed comparisons between periods studied.</b></li> <li><b>Identify and compare changes across different time periods</b></li> <li><b>Understand how some historical events occurred concurrently – for example Ancient Egypt and Prehistoric Britain.</b></li> <li>Communicate ideas about the past in the most appropriate way.</li> <li>Plan and present a self-directed project or research about the period studied.</li> <li>Investigate own lines of enquiry by posing and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence</li> <li><b>Understand that some evidence from the past is propaganda, opinion or misinformation</b></li> <li><b>Give reasons why accounts may differ</b></li> <li><b>Identify reliable sources.</b></li> <li>Communicate ideas about the past in the most appropriate way.</li> <li>Plan and present a self-directed project or research about the period studied.</li> <li>Investigate own lines of enquiry by posing and answering questions</li> <li>Choose reliable sources of information based on what they have learnt already</li> </ul>	<ul style="list-style-type: none"> <li>Give own reasons why changes may have occurred, backed up by evidence</li> <li>Investigate own lines of enquiry by posing and answering questions</li> </ul>
Objectives in bold are key objectives for the unit		

## **IMPLEMENTATION - Rationale**

Our History curriculum is progressive. In Key Stage 1, children work on key historical enquiry skills – investigating people, places and events from the past. Careful planning ensures that these events, people and objects link closely to the children's lives – for example investigating toys through time and linking to events still celebrated today because of their impact on British history such as Remembrance and Guy Fawkes Night.

Our curriculum is carefully structured, so, even with mixed age classes, children are taught at an appropriate level and knowledge and prior learning are recapped. Because of the way our curriculum is structured, children gain an understanding into the local area and local history as well as core curriculum aspects

Chronology should be at the heart of all history lessons. In some classes, due to the mixed-age nature, it is not possible to teach time periods chronologically. To counteract this, teachers place an importance of developing an understanding of chronology within all history lessons – ensuring children see links and are able to compare between periods studied. Indeed, each history session should begin with a chronology activity.

Children should be encouraged to engage 'hands-on' with history – through the use of artefacts, photographs, eyewitness accounts, visitors and visits to historical places of interest.



## **IMPACT**

We aim for all of our children to leave us as historians- mirroring the National Curriculum aims that children leave us with a coherent knowledge and understanding of Britain and the wider world. They should have a solid knowledge base which will stand them in good stead for future education. We aim to teach them about British history, world history and history of their local area through carefully progressive units. Crucially, we have created a bespoke curriculum which allows them to investigate history which is relevant to them now and, importantly, as adults of the future. Links drawn between subjects such as English, Geography and Computing allow children to demonstrate historical skills in other subject areas.

## OPTION LONG TERM PLAN – FS/KS1

### YEAR A

	Autumn		Spring		Summer	
FS/Y1	Geography Focus	Events beyond living memory that are significant nationally <b><u>Fire, Fire!</u></b> (The Great Fire of London)	The Lives of Significant Individuals <b><u>Queen Vs Queen</u></b>	Changes Within Living Memory <b><u>Trumpets to Texting</u></b> (How communication has changed)	Geography Focus	Significant Historical Events, People and Places locally <b><u>Farming our Fields</u></b>
Y2		Events beyond living memory that are significant nationally <b><u>Gunpowder Guy</u></b> (Guy Fawkes / Remembrance)	The Lives of Significant Individuals <b><u>Florence Nightingale</u></b>	Geography Focus	Geography Focus	Significant Historical Events, People and Places locally <b><u>Our Place in the Past</u></b> (Hunton & Arrathorne Through Time Local person of interest study)

### YEAR B

	Autumn		Spring		Summer	
FS/Y1	Geography Focus	Events beyond living memory that are significant nationally <b><u>First Flights</u></b> (Wright Brothers & Neil Armstrong)	The Lives of Significant Individuals <b><u>Adventures in Antarctica</u></b> (Scott of Antarctica)	Changes Within Living Memory <b><u>Pop to the Shops</u></b> (How shopping has changed)	Geography Focus	Significant Historical Events, People and Places locally <b><u>Our Victorian School</u></b>
Y2		Events beyond living memory that are significant nationally <b><u>Gunpowder Guy</u></b>	The Lives of Significant Individuals <b><u>Florence Nightingale</u></b>	Geography Focus	Geography Focus	Significant events, people and places locally <b><u>Our Place in the Past</u></b>

		(Guy Fawkes / Remembrance)			(Hunton & Arrathorne Through Time Local person of interest study)
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OPTION LONG TERM PLAN – KS2 (4 year rolling programme)

YEAR A

Autumn	Spring	Summer
Changes in Britain from the Stone Age to the Iron Age	Crime & Punishment	Geography Focus

YEAR B

Autumn	Spring	Summer
How did Ancient Civilisations shape our future? (Egypt, Greece & Maya)	Geography Focus	Changes in Time (Post 1066 History) (Geo / His)

YEAR C

Autumn	Spring	Summer
Geography Focus	The Roman Empire	Geography Focus

YEAR D

Autumn	Spring	Summer

Geography Focus

Geography Focus

Invaders & Settlers (Anglo Saxons & Vikings)