



Curriculum:

# Progression in History



## INTENT - The History Curriculum

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.

Our History curriculum is designed so pupils build knowledge and skills sequentially over time. Careful thought has been given to curriculum design. For example, in Year 1 children are taught about people and events which are from within living memory. This allows them to reflect on the knowledge of themselves, parents and grandparents. This is then furthered at the end of Year 1 into the study of Richmond Castle – a location which is know to them and therefore firmly not abstract. In Year 2 pupils delve deeper into history beyond living memory, building on solid foundations from Reception and Year 1.

In Key Stage 2, children work on a two year rolling programme. However, pupils are always taught to reflect on their prior learning to help them link events in history. Events throughout one single year are taught chronologically and frequently link across periods (i.e. Ancient Maya and the Viking rule).

Key concepts are interleaved throughout units – for example, monarchy and conflict. For example, they develop an early understanding of ‘monarchy’ in Year 1, before revisiting this concept through their studies of both British and world history – this allows children to develop their thinking as historians.

In History, we follow best research practice and recognise the disciplinary concepts as **continuity and change, cause and consequence, similarity and difference and significance**. The ways in which children develop these disciplinary skills over time is demonstrated on the table above.

<b>5a.</b> <b>Continuity and change in and between periods</b>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change</li> <li>Develop understanding of growth, decay and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities / differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain change and continuity within and across periods</li> </ul>
<b>5b.</b> <b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>Question why things happen and give explanations</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations, changes</li> </ul>	<ul style="list-style-type: none"> <li>Analyse / explain reasons for, and results of, historical events, situations, changes</li> </ul>
<b>5c.</b> <b>Similarity / Difference within a period/situation (diversity)</b>	<ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>
<b>5d.</b> <b>Significance of events / people</b>	<ul style="list-style-type: none"> <li>Recognise and describe special times or events for family or friends</li> </ul>	<ul style="list-style-type: none"> <li>Talk about who was important eg in a simple historical account</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>Consider/explain the significance of events, people and developments in their context and in the present.</li> </ul>

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 pupils to have an understanding of the history of Britain which will equip them for the wider world.

<b>Substantive Concepts</b>	<b>Disciplinary Concepts</b>	<b>Key Concepts</b>
<p>The skills which children learn during their time in school and which are essential to the subject knowledge (Sticky Knowledge)</p>	<p><b>The key concepts which allow the pupil to 'think like a historian'. In History, we recognise these as:</b></p> <p>Continuity and change Cause and consequence Similarity / difference Significance</p>	<p><b>Concepts which recur during study and allow children to gain depth in their understanding:</b></p> <p>Democracy Culture Empire Entertainment Change over time Conflict Resistance Monarchy</p>

# 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><b>Changes within living memory</b></li> <li><b>Events beyond living memory that are significant nationally or globally</b></li> <li><b>The lives of significant individuals</b></li> <li><b>Significant events, people and places in their own locality</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Changes in Britain from the Stone Age to the Iron Age</b></li> <li><b>The Roman Empire &amp; It's Impact on Britain</b></li> <li><b>Britain's Settlement by the Anglo Saxons and Scots</b></li> <li><b>The Viking Battle for Britain</b></li> <li><b>A local history study</b></li> <li><b>A study of a theme in British history (beyond 1066) could link to Victorians, WWII etc.)</b></li> <li><b>The Achievements of Ancient Civilisations</b></li> <li><b>Ancient Greece</b></li> <li><b>A Non-European Study</b></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

Autumn: Who is the greatest explorer?	Spring: What was the most popular toy in the 1960's?	Summer: Who used to live in Richmond Castle?
<ul style="list-style-type: none"> <li>• Look at eyewitness accounts.</li> <li>• Describe things that happened to themselves and others in the past</li> <li>• Recall some facts about people &amp; events before living memory.</li> <li>• Say why people acted the way they did.</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>• Recall some facts about people and during living memory</li> <li>• Look at eyewitness accounts</li> </ul>	<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 Look at objects from the past and ask questions</b></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>
<b>Disciplinary Content</b> Significance Similarity and difference	<b>Disciplinary Content</b> Change Similarity and Difference	<b>Disciplinary Content</b> Change Cause and consequence
Connected History	Connected History	Connected History
<b>Key Concept Links</b> Change over time Culture	<b>Key Concept Links</b> Democracy Culture Empire Entertainment	<b>Key Concept Links</b> Democracy Culture Conflict
<b>Local Links / Cultural Cap:</b> Achievements of local explorers	<b>Local Links / Cultural Cap:</b> Memories of grandparents / great grandparents What did Hunton look like in the 1960's? What was our school like in the 1960's? How has entertainment changed over time?	<b>Local Links / Cultural Cap:</b> History of Richmond / Middleham / Castle Bolton Are any houses in Hunton as old as Richmond Castle?

## IMPLEMENTATION – Y2

Autumn: Who is the greatest history maker?	Spring: Why was Charles sent to prison?	Summer: Why do we know so much about where Sappho used to live?
<ul style="list-style-type: none"> <li>Recall some facts about people &amp; 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.</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>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>
<b>Disciplinary Content</b> Significance Cause and consequence Similarity and difference	<b>Disciplinary Content</b> Significance Cause and consequence Change	<b>Disciplinary Content</b> Significance Change Cause and consequence
Connected History	Connected History	Connected History
<b>Key Concept Links</b> Change over time Culture	<b>Key Concept Links</b> Empire Monarchy Conflict Resistance	<b>Key Concept Links</b> Democracy Culture Conflict Empire
<b>Local Links / Cultural Cap:</b> Links with cultural events – Remembrance Day / Bonfire Night / NHS	<b>Local Links / Cultural Cap:</b> Catterick Garrison and Service Pupils Group Military families within school Festival of Remembrance Wartime songs etc.	<b>Local Links / Cultural Cap:</b>

## IMPLEMENTATION – KS2 Y3/4

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

<b>Autumn Year A: How can tombs and pyramids tell us about the past? (Ancient Egypt)</b>	<b>Spring Year A: How can we know what life was like before man could write? (Stone Age to Iron Age)</b>	<b>Summer Year A: How did the arrival of the Romans change Britain? (Roman Britain)</b>	<b>Autumn Year B: Who were the Anglo Saxons and how do we know what was important to them? (Anglo Saxons)</b>	<b>Spring Year B: What did the Vikings want and how did Alfred the Great stop them from getting it? (Vikings)</b>	<b>Summer Year B: Why did the Ancient Maya change the way they lived? (Ancient Maya)</b>
<ul style="list-style-type: none"> <li>Describe similarities and differences between people, places and artefacts.</li> <li>Make more detailed comparisons between 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> <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. • Investigate own lines of enquiry by</li> </ul>	<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>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> </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 – focus on local history links Jorvik, A1 etc.</li> <li>Use a timeline to place historical</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>Explore the idea that there are different accounts of history (linked to invasion of Lindisfarne)</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,</li> </ul>	<ul style="list-style-type: none"> <li>Describe similarities and differences between people, places and artefacts               <ul style="list-style-type: none"> <li>Make more detailed comparisons between 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> <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> </li> </ul>	

<p>posing and answering questions</p>	<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>• Use documents, printed sources, the internet, pictures, photographs, music, artefacts, buildings, museums etc to gather evidence about the past</li> </ul> <p>Ask questions and find answers about the past</p>	<p>events in chronological order.</p> <ul style="list-style-type: none"> <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>	<p>diagrams, data handling, drama, role-play, storytelling and ICT.</p> <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> </ul>	
<p><b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference</p>	<p><b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference</p>	<p><b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference</p>	<p><b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference</p>	
<p>Key Stage History Unit: <a href="https://www.keystagehistory.com">https://www.keystagehistory.com</a></p>	<p>Key Stage History Unit:</p>	<p>Connected History</p>	<p>Connected History</p>	<p>Connected History</p>



co.uk/Resources/P2-2r36.pdf	<a href="https://www.keystagehistory.co.uk/Resources/P2-2r22.pdf">https://www.keystagehistory.co.uk/Resources/P2-2r22.pdf</a>				
<b>Key Concept Links</b> -Change and continuity – what was the biggest change? Compare life in Ancient Egypt with what was happening in Stone Age Britain.		<b>Key Concept Links</b> Chronologically follows Stone Age / Celts covered in autumn 1. Resistance. Conflict Empire	<b>Key Concept Links</b> Establish links to chronology previously covered Clear links between why the Saxon era ended because of the arrival of the Vikings Resistance Conflict Empire		<b>Key Concept Links</b> Maya and Vikings running concurrently. Who was more civilised? Why? Conflict
<b>Local Links / Cultural Cap:</b> Hancock Museum	<b>Local Links / Cultural Cap:</b> Stone circles	<b>Local Links / Cultural Cap:</b> A1 – Roman road which is close to school which we still use today. Roman Fort at Aldbrough St John Cateractonium – Roman Catterick Local history groups coming into school	<b>Local Links / Cultural Cap:</b> Jorvik		<b>Local Links / Cultural Cap:</b> Chocolate Story

## IMPLEMENTATION – KS2 Y5/6

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

<b>Autumn Year A: The story of the Trojan Horse: fact, legend or classical myth? (Ancient Greece)</b>	<b>Spring Year A: Does the crime fit the punishment? (Thematic Unit)</b>	<b>Summer Year A: Why did Britain once rule the largest empire the world has ever seen? (Post 1066)</b>	<b>Autumn Year B: Why was winning the Battle of Britain in 1940 so important (Post 1066)</b>	<b>Spring Year B: Why did King George VI mean when he said ‘The history of York is the history of England?’ (Local study)</b>	<b>Summer Year B: What’s in a picture? (Thematic Unit)</b>
<ul style="list-style-type: none"> <li>• Describe similarities and differences between people, places and artefacts</li> <li>• Make more detailed comparisons between periods studied.</li> <li>• Identify and compare changes across different time periods</li> <li>• Understand how some historical events occurred concurrently</li> <li>• Communicate ideas about the past in the most appropriate way.</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>• Understand that some evidence from the past is propaganda, opinion or misinformation               <ul style="list-style-type: none"> <li>• Give reasons why accounts may differ</li> </ul> </li> <li>• Identify reliable sources.</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</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>• Understand that some evidence from the past is propaganda, opinion or misinformation               <ul style="list-style-type: none"> <li>• Give reasons why accounts may differ</li> </ul> </li> <li>• Identify reliable sources.</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</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>• Understand that some evidence from the past is propaganda, opinion or misinformation               <ul style="list-style-type: none"> <li>• Give reasons why accounts may differ</li> </ul> </li> <li>• Identify reliable sources.</li> <li>• Communicate ideas about the past in the most appropriate way.</li> <li>• Plan and present a self-directed project</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>• Understand that some evidence from the past is propaganda, opinion or misinformation               <ul style="list-style-type: none"> <li>• Give reasons why accounts may differ</li> </ul> </li> <li>• Identify reliable sources.</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>• Understand that some evidence from the past is propaganda, opinion or misinformation               <ul style="list-style-type: none"> <li>• Give reasons why accounts may differ</li> </ul> </li> <li>• Identify reliable sources.</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>

<ul style="list-style-type: none"> <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>	<p>answering questions</p> <ul style="list-style-type: none"> <li>Choose reliable sources of information based on what they have learnt already</li> </ul>	<p>answering questions</p> <ul style="list-style-type: none"> <li>Choose reliable sources of information based on what they have learnt already</li> <li>Follow a line of enquiry</li> </ul>	<p>or research about the period studied.</p> <ul style="list-style-type: none"> <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> <li>Follow a line of enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Choose reliable sources of information based on what they have learnt already</li> </ul>	<ul style="list-style-type: none"> <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> <li>Follow a line of enquiry</li> </ul>
<b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference	<b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference	<b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference	<b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference	<b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference	<b>Disciplinary Content</b> Significance Cause and consequence Change Similarity and difference
Collins Connected History	Key Stage History	Collins Connected History	Collins Connected History	Collins Connected History	Key Stage History
<b>Key Concept Links</b> Democracy Turning points Change	<b>Key Concept Links</b> Recapping previous knowledge from time periods studied. Turning points / change Link with Saxon work on punishment	<b>Key Concept Links</b> Link of monarchy over time Conflict Resistance. Empire	<b>Key Concept Links</b> Comparison of chronology and how events of WWII fit in to Victorian England and previous 20c wars. Link of monarchy. Conflict Resistance	<b>Key Concept Links</b> Links to prior learning A1 (Romans) / Jorvik (Vikings) monarchy etc. History of chocolate in Mayan work Conflict Resistance Link to Guy Fawkes in KS1	<b>Key Concept Links</b> Link of monarchy over time.
<b>Local Links / Cultural Cap:</b> Hancock Museum	<b>Local Links / Cultural Cap:</b> Ripon Workhouse and Police Museum	<b>Local Links / Cultural Cap:</b> Chocolate Story	<b>Local Links / Cultural Cap:</b> What was Catterick like during WWII? Did it play an important part in the Battle of Britain? Remembrance Hunton Heroes	<b>Local Links / Cultural Cap:</b> Local links (local history) City of York Local history groups	<b>Local Links / Cultural Cap:</b>

## IMPLEMENTATION - Progression in History Knowledge (Sticky Knowledge)

Year 1	<b>What does it take to become a great explorer?</b>	<b>What toys were popular in the 1960's?</b>	<b>Who lived in Richmond Castle?</b>
	<ul style="list-style-type: none"> <li>Know information about               <ul style="list-style-type: none"> <li>-Sir Ranulph Fiennes</li> <li>-Amy Johnson</li> <li>-Christopher Columbus</li> <li>-Neil Armstrong</li> <li>-James Cook</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know that historians divide time up into decades and centuries.</li> <li>Know that Queen Elizabeth II was the monarch in the 1960's</li> <li>Be able to explain some popular toys in the 1960's</li> <li>Know how toys in the 1960's were different to now.</li> </ul>	<ul style="list-style-type: none"> <li>Know that Richmond Castle was built in the 1070's</li> <li>Know that Richmond Castle is a Norman Castle</li> <li>Explain some common features of a castle (drawbridge / turrets / arrow holes / battlements / tower etc. and know why they were used.</li> </ul>
Year 2	<b>Who is the greatest history maker?</b>	<b>Why was Charles sent to prison?</b>	<b>Why do we know so much about where Sappho used to live?</b>
	<ul style="list-style-type: none"> <li>Know some facts about (and why they were famous)               <ul style="list-style-type: none"> <li>-Hatshepsut</li> <li>-Guy Fawkes</li> <li>-Margaret Thatcher</li> <li>-Marie Curie</li> <li>-Queen Elizabeth I</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know that World War I began in 1914 and ended in 1918</li> <li>Know that King George V was the monarch at the time.</li> <li>Know why horses and pigeons were important in WWI</li> <li>Know how people remember WW1 now</li> </ul>	<ul style="list-style-type: none"> <li>Know why Pompeii was part of the Roman Empire.</li> <li>Know who Sappho was.</li> <li>What happened in Pompeii in August 24<sup>th</sup> AD 79?</li> <li>Know the location of Pompeii</li> </ul>
Year 3 / 4	<b>How can tombs and pyramids tell us about the past?</b>	<b>How can we know what life was like before man could write?</b>	<b>How did the arrival of the Romans change Britain?</b>
	<ul style="list-style-type: none"> <li>Locate Egypt on a map.</li> <li>Name 3 reasons why the Nile was important</li> <li>Know why pyramids were built</li> </ul>	<ul style="list-style-type: none"> <li>Know that Britain was once covered in ice.</li> <li>Know some ways in which stone age man survived</li> </ul>	<ul style="list-style-type: none"> <li>Know why Emperor Claudius invaded Britain</li> <li>Know how we know so much about Roman life</li> </ul>

		<ul style="list-style-type: none"> <li>Name some features of an iron age hill fort.</li> <li>Explain why Skara Brae was significant.</li> <li>Know how Stonehenge was formed and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>Know how the Romans almost lost control of Britain</li> <li>Know how Roman influence impacts our life today</li> <li>Know that the Roman name for Catterick was 'Cateractonium' and it was important in Roman civilisation.</li> </ul>
	<b>Who were the Anglo Saxons and what was important to them?</b>	<b>What did the Vikings want and how did Alfred the Great stop them?</b>	<b>Why did the Ancient Maya change the way they lived?</b>
	<ul style="list-style-type: none"> <li>Know how the Roman rule in Britain ended.</li> <li>Know about how the arrival of Christianity changed the life of people in Britain</li> <li>Know the significance of Sutton Hoo</li> </ul>	<ul style="list-style-type: none"> <li>Explain how Viking long ships were designed.</li> <li>Explain why Alfred is the only monarch to have the title 'great' after his name</li> <li>Understand why the Vikings wanted to come to Britain</li> </ul>	<ul style="list-style-type: none"> <li>Explain who the Maya are and where they live.</li> <li>Explain how the Maya live today.</li> <li>Know why the Ancient Maya left their jungle cities.</li> <li>Explain why Mayan people were advanced compared to the Saxon / Vikings.</li> </ul>
<b>Year 5/6</b>	<b>Is the story of the Trojan horse fact or fiction?</b>	<b>Does the crime fit the punishment?</b>	<b>Why did Britain once rule the largest empire in the world?</b>
	<ul style="list-style-type: none"> <li>Re-tell the story of the Trojan Horse.</li> <li>Explain what evidence there is to suggest the Trojan horse exists.</li> <li>Know some facts about Ancient Greece.</li> <li>Locate key cities on a map of Greece.</li> </ul>	<ul style="list-style-type: none"> <li>Know about some punishments within the Medieval times.</li> <li>Recount the story of Robin Hood.</li> <li>Know why punishments changed in the 1900's.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why Britain built an Empire</li> <li>Know what happened to the British Empire</li> <li>Name 5 key countries within the British Empire</li> </ul>
	<b>Why was winning the Battle of Britain so important in 1944?</b>	<b>Why did King George VI mean when he said 'The history of York is the history of England'</b>	<b>What's in a picture?</b>
	<ul style="list-style-type: none"> <li>Know why Britain won the Battle of Britain</li> <li>Know that WWII took place between 1939-1945</li> </ul>	<ul style="list-style-type: none"> <li>Know what head pots were and why so many were found in York.</li> <li>Know how York Minster was funded.</li> </ul>	<ul style="list-style-type: none"> <li>Know about the term 'propoganda'</li> <li>Know why historical paintings might not always be accurate</li> </ul>

	<ul style="list-style-type: none"><li>• Know that the Prime Minister's at the time were Neville Chamberlain and Winston Churchill</li><li>• Know why Hitler needed to invade Britain in order to win the war.</li></ul>	<ul style="list-style-type: none"><li>• Know how historical figures previously learnt about (Dick Turpin / Guy Fawkes) were connected to York.</li></ul>	
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## **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.

To support our teaching of history we have chosen to primarily use the Connected History scheme of work, in conjunction with some resources from Key Stage History.

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. Pupils should gain history knowledge and skills over time, as well as the ability to develop an understanding of chronology and explore the idea that, events in the world may be taking place concurrently. As well as this they will be able to link substantive concepts in history across time periods, including comparing and contrasting them.

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.