

## History Curriculum Progression

Autumn 2019 – Time Travellers, Spring 2020 – Journeys Around the World, Summer 2020 – Sensational Stories

Autumn 2020 – Earth’s Mysteries and Wonders, Spring 2021 – Me and My World, Summer 2021 – The Island

<p>Year 1 – Autumn 2019 – Fire Of London, Spring 2020 – Explorers, Summer 2020 – The History of the Pulhams                  Autumn 2020 – Festivals, Spring 2021 – Family Trees, Summer 2021 (Geography Focus – The island)</p>		
Autumn 2019 – adversity, consequences, community	Spring 2020 – freedom, strength	Summer 2020 – community, belonging, friendship
Autumn 2020 – beauty, beliefs, spirituality	Spring 2021 – identity, love, loyalty	Summer 2021 – creativity, democracy, resilience, stewardship
<p><b>Year 1 National Curriculum objectives: In this unit, children will be taught to:</b></p>		
<p><b>KS1 Areas of study</b></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> <li>Events commemorated through festivals and anniversaries</li> <li>The lives of significant individuals in the past who have contributed to National and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Understand the difference between things that happened in the past and the present.</li> <li>Describe things that happened to themselves and other people in the past.</li> <li>Order a set of events or objects</li> <li>Use a timeline to place important events.</li> <li>Use words and phrases such as now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul>	
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> </ul>	
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> <li>Explore events, look at pictures and ask questions i.e., “Which things are old and which are new?” or “What were people doing?”</li> <li>Look at objects from the past, ask questions i.e., “What were they used for?”, and try to answer.</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now.)</li> <li>Use timelines to order events or objects.</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past</li> </ul>	

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Year 2/3 – Autumn 2019 – Victorians , Spring 2020 –Kenya (Geography and Science Focus) , Summer 2020 –Horatio Nelson Autumn 2020 – Space (Neil Armstrong) - Spring 2021 – British Life, Summer 2021- (Geography Focus – The Island),		
Autumn 2019 – choice, class, free will, equality, poverty, rights, wealth	Spring 2020 – stewardship, sustainability, oppression, poverty	Summer 2020 – strength, choice, , wealth
Autumn 2020 – creativity, dreams, stewardship	Spring 2021 – belonging, cohesion, equality, prejudice	Summer 2021 - creativity, democracy, resilience, stewardship, common good
<b>Year 2 National Curriculum objectives: In this unit, children will be taught to:</b>		
<u><b>KS1 Areas of study</b></u> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	<u><b>Chronological understanding</b></u> <ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event.</li> <li>Recount changes in my own life over time.</li> <li>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>Use a timeline to place important events.</li> </ul>	
<u><b>Knowledge and understanding of events, people and changes in the past</b></u> <ul style="list-style-type: none"> <li>Use information to describe the past.</li> <li>Describe the differences between then and now.</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>Recount the main events from a significant event in history.</li> </ul>	<u><b>Historical interpretation</b></u> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul>	
<u><b>Historical enquiry</b></u> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions</li> </ul>	<u><b>Organisation and communication</b></u> <ul style="list-style-type: none"> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>	

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<p>Year 3/4 – Autumn 2019 – the Vikings , Spring 2020 –the Limpopo River (Geography and Science Focus) , Summer 2020 –Local history (Iceni/Romans)  Autumn 2020 – Ancient Egypt - Spring 2021 – Back to the beginning, Summer 2021 – (Geography Focus – the Island),</p>		
<p>Autumn 2019 – belonging, community, conflict, fear, power</p>	<p>Spring 2020 – beauty, care, stewardship, sustainability</p>	<p>Summer 2020 – belonging, community, change, protest, justice</p>
<p>Autumn 2020 – creativity, faith, morality, wealth</p>	<p>Spring 2021 – change, freedom, identity</p>	<p>Summer 2021 - creativity, democracy, resilience, stewardship, common good, failure, fairness</p>
<p><b>Year 3 National Curriculum objectives: In this unit, children will be taught to:</b></p>		
<p><b><u>Year 3 Areas of study</u></b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates of and order significant events from the period studied.</li> </ul>	
<p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> </ul>	<p><b><u>Historical interpretation</u></b></p> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> </ul>	
<p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul>	<p><b><u>Organisation and communication</u></b></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>	

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<b>Year 3/4 – Autumn 2019 – the Vikings , Spring 2020 –the Limpopo River , Summer 2020 –Local history (Iceni/Romans)</b> <b>Autumn 2020 – Ancient Egypt -, Spring 2021- Back to the Beginning, Summer 2021 – (Geography Focus – the Island)</b>	
<b>Year 4 National Curriculum objectives: In this unit, children will be taught to:</b>	
<b><u>Year 4 Areas of study</u></b> <ul style="list-style-type: none"><li>• The Roman Empire and its impact on Britain including British resistance by Boudica</li><li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li></ul>	<b><u>Chronological understanding</u></b> <ul style="list-style-type: none"><li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>• Order significant events and dates on a timeline.</li><li>• Describe the main changes in a period in history.</li></ul>
<b><u>Knowledge and understanding of events, people and changes in the past</u></b> <ul style="list-style-type: none"><li>• Use evidence to describe what was important to people from the past.</li><li>• Use evidence to show how the lives of rich and poor people from the past differed.</li><li>• Describe similarities and differences between people, events and artefacts studied.</li><li>• Describe how some of the things I have studied from the past affect/influence life today</li></ul>	<b><u>Historical interpretation</u></b> <ul style="list-style-type: none"><li>• Look at different versions of the same event in history and identify differences.</li><li>• Know that people in the past represent events or ideas in a way that persuades others.</li></ul>
<b><u>Historical enquiry</u></b> <ul style="list-style-type: none"><li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</li><li>• Ask questions and find answers about the past.</li></ul>	<b><u>Organisation and communication</u></b> <ul style="list-style-type: none"><li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li></ul>

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<p>Year 5/6 – Autumn 2019 – World War 2 , Spring 2020 – Darwin (Geography/Science Focus), Summer 2020 – The Greeks                  Autumn 2020 – Mayans, Spring 2021 – British Settlements, Summer 2021 (Geography Focus – The Island)</p>		
<p>Autumn 2019 – adversity, choice, community, conflict, consequences, fear, power, peace</p>	<p>Spring 2020 – beauty, stewardship, wisdom</p>	<p>Summer 2020 – influence, power, tradition, consequences</p>
<p>Autumn 2020 – belonging, tradition, community</p>	<p>Spring 2021 – belonging, community, integration,</p>	<p>Summer 2021 creativity, democracy, resilience, stewardship, common good, failure, fairness, cohesion, happiness</p>
<p><b>Year 5 National Curriculum objectives: In this unit, children will be taught to:</b></p>		
<p><b>Year 5 Areas of study</b></p> <ul style="list-style-type: none"> <li>• World War 2</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>		<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Describe the main changes in a period in history.</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <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>• Describe similarities and differences between some people, events and artefacts studied</li> <li>• Describe how historical events studied affect/influence life today.</li> <li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul>		<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>• Give reasons why there may be different accounts of history.</li> <li>• Evaluate evidence to choose the most reliable forms.</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>• Investigate own lines of enquiry by posing questions to answer.</li> </ul>		<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>• Plan and present a self-directed project or research about the studied period.</li> </ul>

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<b>Year 5/6 – Autumn 2019 – World War 2 , Spring 2020 – Darwin, Summer 2020 – The Greeks</b>	
<b>Autumn 2020 – Mayans, Spring 2021 – British Settlements, Summer 2021 (Geography Focus – the Island)</b>	
<b>Year 6 National Curriculum objectives: In this unit, children will be taught to:</b>	
<b><u>Year 6 Areas of study</u></b> <ul style="list-style-type: none"><li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</li><li>• A non-European society that provides contrasts with British history –, including a study of Mayan civilization c. AD 900</li></ul>	<b><u>Chronological understanding</u></b> <ul style="list-style-type: none"><li>• Order significant events, movements and dates on a timeline.</li><li>• Identify and compare changes within and across different periods.</li><li>• Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li></ul>
<b><u>Knowledge and understanding of events, people and changes in the past</u></b> <ul style="list-style-type: none"><li>• knowledge and understanding of events, people and changes in the past</li><li>• Choose reliable sources of information to find out about the past.</li><li>• Give reasons why changes may have occurred, backed up by evidence.</li><li>• Describe similarities and differences between some people, events and artefacts studied.</li><li>• Describe how some of the things studied from the past affect/influence life today.</li><li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li></ul>	<b><u>Historical interpretation</u></b> <ul style="list-style-type: none"><li>• Evaluate evidence to choose the most reliable forms.</li><li>• Know that people both in the past have a point of view and that this can affect interpretation.</li><li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li></ul>
<b><u>Historical enquiry</u></b> <ul style="list-style-type: none"><li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li><li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li><li>• Investigate own lines of enquiry by posing questions to answer</li></ul>	<b><u>Organisation and communication</u></b> <ul style="list-style-type: none"><li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li><li>• Plan and present a self-directed project or research about the studied period.</li></ul>