

# Hardwick Green Primary Academy

## History – Subject Overview & Progression

### Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Where do I belong?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Family history and significant events in the family</li> </ul>	<p><b>Once upon a time</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Historical development e.g. chronological understanding, through continuous provision and chosen stories / books.</li> </ul>	<p><b>Where in the world?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Historical development e.g. chronological understanding, through continuous provision and chosen stories / books.</li> </ul>	<p><b>All creatures great and small</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Historical development e.g. chronological understanding, through continuous provision and chosen stories / books.</li> </ul>	<p><b>Growing and farms</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Historical development e.g. chronological understanding, through continuous provision and chosen stories / books.</li> </ul>	<p><b>Do you like to be beside the seaside?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Seasides in the past</li> </ul>
Reception	<p><b>Where do I belong?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Family history and significant events in the family</li> </ul>	<p><b>Once upon a time</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Historical development e.g. chronological understanding, through continuous provision and chosen stories / books.</li> </ul>	<p><b>Where in the world?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Historical development e.g. chronological understanding, through continuous provision and chosen stories / books.</li> </ul>	<p><b>All creatures great and small</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Historical development e.g. chronological understanding, through continuous provision and chosen stories / books.</li> </ul>	<p><b>Growing and farms</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Historical development e.g. chronological understanding, through continuous provision and chosen stories / books.</li> </ul>	<p><b>Do you like to be beside the seaside?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>Seasides in the past</li> </ul>
KS1 Cycle A	<p><b>Why do we remember explorers?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [Cook's explorations]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements [Neil Armstrong, Mae Jemison, Captain Cook]</li> <li>significant historical events, people and places in their own locality [Captain Cook]</li> </ul>					<p><b>Why do we remember Amelia Earhart?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [first female solo flight across the Atlantic]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements [Amelia Earhart]</li> </ul>
KS1 Cycle B		<p><b>How have toys changed over time?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>changes within living memory [toys]</li> </ul>		<p><b>Why is Zeraffa's journey remembered?</b></p> <p><b>History Content:</b></p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [Zeraffa's journey]</li> </ul>		
Year 3	<p><b>What does Skara Brae reveal about life in the Stone Age?</b></p> <p><b>History Content:</b> Stone Age, Palaeolithic Period, Mesolithic Period, Neolithic Period, tools, settlement.</p> <p><b>Horizontal Links:</b> Science - Food and nutrition</p> <p><b>Diagonal Links:</b> Geography - locational knowledge</p>	<p><b>How is Boudicca remembered: as a hero or as a villain?</b></p> <p><b>History Content:</b> Roman empire, Roman invasion AD42, Celtic life, Boudicca, Boudicca's resistance.</p> <p><b>Horizontal Links:</b> Geography - locational knowledge (counties and cities of UK)</p>			<p><b>What does Sutton Hoo reveal about Anglo-Saxon life?</b></p> <p><b>History Content:</b> Anglo-Saxon invasion, settlement and kingdoms, Anglo-Saxon culture, Christianity, Vikings.</p> <p><b>Horizontal Links:</b> Geography - locational knowledge. RE – Christianity</p>	

Year 4	<p><b>Why was 1066 a remarkable year?</b></p> <p><b>History Content:</b> The struggle for the kingdom of England. Edward the confessor and his death in 1066.</p> <p><b>Horizontal Links:</b> Monarchy</p>		<p><b>How has the role of the monarch changed in England since 1066?</b></p> <p><b>History Content:</b> William the conqueror, King John &amp; Magna Carta, Henry VIII, Elizabeth I, Charles I and civil war, Queen Victoria, Queen Elizabeth II</p> <p><b>Horizontal Links:</b> Monarchy</p> <p><b>Diagonal Links:</b> Change over time</p>			
Year 5	<p><b>How did George Stephenson's inventions result in change?</b></p> <p><b>History Content:</b> An aspect beyond 1066 (the first railways). A local history study (George Stephenson).</p> <p><b>Diagonal Links:</b> Geography – transport and locational knowledge</p>	<p><b>How did WWII result in change in Europe?</b></p> <p><b>History Content:</b> An aspect beyond 1066 (World War II).</p> <p><b>Horizontal Links:</b> Geography (locational knowledge).</p> <p><b>Diagonal Links:</b> Geography – migration.</p>				
Year 6	<p><b>Which Ancient civilizations still resonate with us today?</b></p> <p><b>History Content:</b> Overview of Ancient Sumer, the Indus Valley, Ancient Egypt, and The Shang Dynasty of Ancient China.</p> <p><b>Horizontal Links:</b> Early Islam and Ancient Greece Geography – locational knowledge</p>	<p><b>What still resonates from the achievements of the Early Islamic civilization?</b></p> <p><b>History Content:</b> Overview, Baghdad, House of Wisdom, medicine, religion, art, trade and power.</p> <p><b>Horizontal Links:</b> Geography – locational knowledge Ancient civilisations and Ancient Greece.</p> <p><b>Diagonal Links:</b> RE – key beliefs of Islam, Geography – locational knowledge, trade, Art – Islamic Art, Science – biology (humans and health).</p>				<p><b>What still resonates from the achievements of the Ancient Greek civilization?</b></p> <p><b>History Content:</b> Overview of Ancient Greece, contributions still felt today – democracy, Olympics, buildings, medicine.</p> <p><b>Horizontal Links:</b> Geography – locational knowledge Ancient civilizations and Early Islam.</p> <p><b>Diagonal Links:</b> Geography – locational knowledge, Science – biology (humans and health).</p>

**Progression in knowledge:**

	EYFS	KS1	LKS2	UKS2
Areas of study	<p>Children are taught about:</p> <ul style="list-style-type: none"> <li>that there is such a thing as 'the past' – that things have not always been as they are.</li> <li>how seashores were in the past, and how they are today</li> <li>significant historical people linked to topic areas studied [e.g. Kandinsky]</li> </ul>	<p>Children are taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory [toys, flight]</li> <li>events beyond living memory that are significant nationally or globally [the first moon landing; first female solo flight across the Atlantic]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements [Neil Armstrong, Mae Jemison, Amelia Earhart]</li> <li>significant historical events, people and places in their own locality. [Captain James Cook]</li> </ul>	<p>Children are taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age [Neolithic hunter-gatherers]</li> <li>the Roman Empire and its impact on Britain [Boudicca's revolt]</li> <li>Britain's settlement by Anglo-Saxons</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [the changing role of the monarch from 1066 to today]</li> </ul>	<p>Children are taught about:</p> <ul style="list-style-type: none"> <li>a local history study [George Stephenson]</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> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>a study of a non-European society that provides contrasts with British history – Early Islam</li> </ul>
Chronological Understanding	<p>Pupils begin to become aware of the past, using basic words and phrases relating to the passing of time. They know some people and events happened in the past.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use everyday language related to time</li> <li>Order and sequence familiar events</li> <li>Describe main story settings, events and principal characters.</li> <li>Begin to make sense of their own life-story and family's history - Talk about past and present events in their own lives and in lives of family members.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>sequence artefacts and events that are close together in time;</li> <li>order dates from earliest to latest on simple timelines;</li> <li>sequence pictures from different periods;</li> <li>describe memories and changes that have happened in their own lives;</li> <li>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives within and across periods studied</li> <li>Note connections, contrasts and trends over time</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>

<b>Historical Interpretation</b>		<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• start to compare two versions of a past event;</li> <li>• observe and use pictures, photographs and artefacts to find out about the past;</li> <li>• start to use stories or accounts to distinguish between fact and fiction;</li> <li>• explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources. Children learn how and why historical interpretations are different.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• look at more than two versions of the same event or story in history and identify differences;</li> <li>• investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources. Children learn how and why historical interpretations are different.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• find and analyse a wide range of evidence about the past;</li> <li>• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>• consider different ways of checking the accuracy of interpretations of the past;</li> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>• show an awareness of the concept of propaganda;</li> <li>• know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>• begin to evaluate the <i>usefulness</i> of different sources.</li> </ul>
<b>Sources &amp; Evidence</b>	<p>Children begin to ask and answer questions, and some understanding of key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Be curious about people and show interest in stories</li> <li>• Answer 'how' and 'why' questions in response to stories or events.</li> <li>• Know that information can be retrieved from books and computers</li> <li>• Comment on images of familiar situations in the past.</li> </ul>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• observe or handle evidence to ask simple questions about the past;</li> <li>• observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>• choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a range of sources to find out about the past;</li> <li>• construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• gather more detail from sources such as maps to build up a clearer picture of the past;</li> </ul>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> </ul>

			<ul style="list-style-type: none"> <li>regularly address and sometimes devise own questions to find answers about the past;</li> <li>begin to undertake their own research.</li> </ul>	<ul style="list-style-type: none"> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
<b>Knowledge and Understanding of Events, People and Changes in the Past</b>	<p>Pupils are carefully introduced to range of second-order concepts in history, as identified below.</p> <p>Children can:</p> <p><b>Change &amp; continuity</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p><b>Cause &amp; consequence</b></p> <ul style="list-style-type: none"> <li>Question why things happen and give explanations</li> </ul> <p><b>Similarity &amp; difference</b></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Historical significance</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<p>Pupils are taught about the range of second-order concepts in history, as identified below. Carefully crafted enquiry questions are the focus of each unit, and these are used to form content, and to help pupils shape their knowledge into historical analyses.</p> <p>Children can:</p> <p><b>Change &amp; continuity</b></p> <ul style="list-style-type: none"> <li>recognise some similarities and differences between the past and the present;</li> </ul> <p><b>Cause &amp; consequence</b></p> <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul> <p><b>Similarity &amp; difference</b></p> <ul style="list-style-type: none"> <li>identify similarities and differences between ways of life in different periods;</li> </ul> <p><b>Historical significance</b></p> <ul style="list-style-type: none"> <li>know and recount episodes from stories and significant events in history;</li> <li>describe significant individuals from the past.</li> </ul>	<p>Pupils are taught about the range of second-order concepts in history, as identified below. Carefully crafted enquiry questions are the focus of each unit, and these are used to form content, and to help pupils shape their knowledge into historical analyses.</p> <p>Children can:</p> <p><b>Change &amp; continuity</b></p> <ul style="list-style-type: none"> <li>note key changes over a period of time and be able to give reasons for those changes;</li> <li>Describe / make links between main events, situations and changes within and across different periods/societies</li> <li>find out about the everyday lives of people in time studied compared with our life today;</li> </ul> <p><b>Cause and consequence:</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations, changes</li> </ul> <p><b>Similarity &amp; difference</b></p> <ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul> <p><b>Historical significance</b></p> <ul style="list-style-type: none"> <li>explain how people and events in the past have influenced life today;</li> <li>identify key features, aspects and events of the time studied;</li> <li>Identify historically significant people and events in situations</li> </ul>	

Presenting, Organising and Communicating	<p>Pupils begin to express themselves when talking about the past.</p> <p>ELG Speaking</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. [ELG: Speaking].</li> </ul>	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>talk, write and draw about things from the past;</li> <li>use historical vocabulary to retell simple stories about the past;</li> <li>use drama/role play to communicate their knowledge about the past.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>start to present ideas based on their own research about a studied period.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>plan and present a self-directed project or research about the studied period.</li> </ul>
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**Adapted from:**

- History National Curriculum (2014)
- Thinking About Progression in the 2014 history curriculum – The Historical Association, Jamie Byrom