



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 A	<p>How has transport changed? History content:</p> <ul style="list-style-type: none"> Changes beyond living memory Significant historical events, people and places in their locality (Amelia Earhart, George Stevenson, The Wright Brothers) 			<p>How has visiting the local area changed? History content:</p> <ul style="list-style-type: none"> Changes within living memory Changes beyond living memory Significant historical events, people and places in their locality (Seaton Carew Seaside study) 		
KS1 B	<p>Who is the greatest explorer? History content:</p> <ul style="list-style-type: none"> Changes beyond living memory that are significant globally- (Captain James Cook) Significant historical events, people and places in their locality (Neil Armstrong) 			<p>Why was the Fire of London 'great'? History content:</p> <ul style="list-style-type: none"> Changes beyond living memory- (cause and consequence) Significant historical events, (The Great Fire of London) people and places in their locality (Samuel Pepys) 		
LKS2 A	<p>How do we know what it was like to live in the Stone Age- Iron Age? History content:</p> <ul style="list-style-type: none"> Stone, Bronze and Iron Age, Mesolithic period, Neolithic period, settlement, society, location, trade 			<p>What do the pyramids tell us about Ancient Egypt? History content:</p> <ul style="list-style-type: none"> Ancient Egypt, Howard Carter, River Nile, Pyramids, settlement, Tutankhamun, society, location 		



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<p>LKS2 B</p>	<p>What did the Romans do for us? History Content:</p> <ul style="list-style-type: none"> Roman invasion of Britain, Hadrian's wall, Julius Caesar, trade, society, legacy 			<p>What elements of Ancient Greek civilization are we still using today? History Content:</p> <ul style="list-style-type: none"> Overview of ancient Greece, contributions still felt today- democracy, Olympics, buildings, medicine, society, legacy 		
<p>UKS2 A</p>	<p>How do we know what it was like to live an Anglo-Saxon Life? History Content:</p> <ul style="list-style-type: none"> Anglo-Saxon invasion, settlement, kingdoms, culture, Christianity, Vikings 			<p>What is the lasting legacy of the Mayan Civilisation? History Content:</p> <ul style="list-style-type: none"> Overview of Mayan civilization, trade, economy, art, culture, religious beliefs, legacy 		
<p>UKS2 B</p>	<p>How did Britain Change as a result of WWII? History Content:</p> <ul style="list-style-type: none"> Aspect of history beyond 1066 (World War II), changes in society, cause and consequence, significant people and events. (Adolf Hitler, Anne Frank, Winston Churchill) 			<p>Was it the ironstone in the Cleveland Hills that made Teesside what it is today?' History Content:</p> <ul style="list-style-type: none"> Industry, transport links, history of local ironstone industry, trade, society, change over time, impact 		



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	EYFS	KS1	LKS2	UKS2
Areas of Study	<p>Children are taught about:</p> <ul style="list-style-type: none"> • That there is such a thing as the past – things have not always been as they are now. • Significant people and events from the past • Stories from the past and links to past and present in own lives 	<p>Children are taught about:</p> <ul style="list-style-type: none"> • Changes within living memory (transport, seaside) • Events beyond living memory that are significant nationally or globally (the first moon landing, first solo flight across the Atlantic, Great fire of London) • The lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Amelia Earhart) • Significant historical events, people and places in their own locality. (Captain James Cook) 	<p>Children are taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age (Neolithic hunter-gatherers) • Achievements of earliest civilizations- in depth study of Ancient Egypt and in-depth study of ancient Greece, achievements and influences on the western world • The Roman Empire and its impact on Britain 	<p>Children are taught about:</p> <ul style="list-style-type: none"> • Anglo Saxon settlement in Britain • The Viking and Anglo-Saxon struggle for the Kingdom of England • Achievements of earliest Ancient civilizations- legacy of the Mayans • A local history study- Port Clarence ironstone industry rise and fall, impact on the town. • A study of an aspect of history that extends pupils knowledge beyond 1066- Cause and consequence of WWII
Chronological Understanding	<p>Pupils 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"> • Use everyday language related to time (then and now) • Order and sequence familiar events • Describe main story settings, events and principal characters • Begin to make sense of own life- family history- talk about past and present events in their own lives and the lives of family members • Begin to describe sequence of events, real or fictional, using words such as first, then... 	<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 in with the chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Sequence artefacts and events that are close together in time • Order dates from the earliest to the latest on simple timelines • Sequence pictures from different periods; describe memories and changes that have happened in their own lives • Use words and phrases such as old, new, earliest, latest, past present, future, modern, before after to show the passing of time 	<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"> • 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; • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Begin to develop a chronologically secure knowledge of history • Establish clear narratives within periods studied • Note connections, contrasts and trends over time 	<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"> • Order an increasing number of significant events, movements and dates on a timeline • Accurately use dates and terms to describe historical events • Understand and describe in some detail the main changes to an aspect in a period in history • Continue to develop chronologically secure knowledge of history



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Historical Interpretation		<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"> • Start to compare two versions of a past event • Observe, use pictures, photographs and artefacts to find out about the past • Start to use stories or accounts to distinguish between fact and fiction • Explain that there are different types of evidence and sources that can be used to help represent the past 	<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"> • Look at more than two versions of the same event or story in history and identify differences • Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 	<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"> • Find and analyse a wide range of evidence from the past • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • Consider different ways of checking the accuracy of interpretations of the past to understand the difference between primary and secondary sources of evidence and the impact of this on reliability • show awareness of the concept of propaganda • know that people in the past represent events or ideas in a way that may be to persuade others • begin to evaluate the usefulness of different sources.
Sources and Evidence	<p>Children begin to ask and answer questions, and have some understanding of key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer how and why questions in response to stories or events • Know that information can be retrieved from books and computers • Comment on images of familiar situations in the past 	<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"> • Observe or handle evidence to ask simple questions about the past • Observe or handle evidence to find answers to simple questions about the past <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<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"> • Use a range of sources to find out about the past • Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information • Gather more detail from sources such as maps to build up a clearer picture of the past • Regularly address and sometimes devise own questions to find answers about the past • Begin to undertake their own research 	<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"> • Recognise when they are using a primary or secondary source of evidence to investigate the past • Use a wide range of evidence to collect information about the past such as pictures, artefacts, documents, posters, online materials, historic statues, sculptures and sites. • Select relevant sections of information to address historically valid questions and construct detailed, informed responses • Investigate their own lines of enquiry by posing historically valid questions to answer.



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Knowledge & Understanding of Events, People and changes in the past	<p>Pupils are carefully introduced to a range of second order concepts in history, as identified below.</p> <p>Children can:</p> <p>Change & continuity</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <p>Cause & Consequence</p> <ul style="list-style-type: none"> Question why things happen and give explanations <p>Similarity & Difference</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past <p>Historical significance</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family history Talk about the lives of the people around them and their roles in society 	<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>Change & Continuity</p> <ul style="list-style-type: none"> Recognise similarities and differences between the past and the present <p>Cause & Consequence</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result <p>Similarity & Difference</p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods <p>Historical significance</p> <ul style="list-style-type: none"> Know and recount episodes from stories and significant events in history Describe significant individuals from the past 	<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>Change & Continuity</p> <ul style="list-style-type: none"> Note key changes over time and be able to give reasons for those changes Describe / make links between main events, situations and changes within and across different periods / societies Find out about everyday life of people in time studied compared to life today <p>Cause & Consequence</p> <ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations and change <p>Similarity & Difference</p> <ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain and the wider world <p>Historical significance</p> <ul style="list-style-type: none"> Explain how people and events in the past have influenced life today Identify key features, aspects and events of the time studied Identify historically significant people and events in situations 	
Communicating historically	<p>Pupils begin to express themselves when talking about the past</p> <p>Children can:</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG Speaking) 	<p>Pupil should use a wide vocabulary of historical terms</p> <p>Children can:</p> <ul style="list-style-type: none"> Show an understanding of historical terms, such as past, present, remembrance, government, war Talk and write about things from the past Use historical vocabulary to retell simple stories about the past Use drama and role play to communicate their knowledge about the past 	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms Present, communicate and organise ideas about the past using models, role play and different writing genre including letters, recounts, poems, adverts diaries posters and guides Start to present ideas based on their own research about a period studied 	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural and religious Present, communicate and organise ideas about the past using detailed discussions and debates, writing styles such as, myths, instructions, accounts, diaries, letters, news reports Plan and present a self-directed project or research about the studied period