

Whole School Progression - HISTORY



Curriculum intent statement	History gives the children a firm understanding of how the world has shaped who we are now, who we have been and gives a keen awareness of British values whilst understanding and recognising values from around the world. History fires pupil's curiosity about the past in both Britain and the wider world. Pupils will have the opportunity to consider how the past has shaped and influenced the present and compare past and present. As they learn and investigate pupils will develop a chronological framework for their knowledge of significant events of the past. Pupils will develop skills, through research using a variety of sources of information to find clues and evidence and by engaging in active discussion.
Ongoing skills covered by each year group	To order key events in history on a timeline, to recognise why people did things, to offer reasonable explanations of why things happened, to compare accounts of historical events, to use a variety of sources for historical enquiry, to communicate their knowledge and understanding.

Year 1/2	Autumn	Spring	Summer
Cycle A	<p style="text-align: center;">Remembrance</p> <p><i>To learn about events beyond living memory that are significant nationally or globally</i></p> <ul style="list-style-type: none"> • Discuss how long ago the First World War was. Mention the Second World War and other conflicts known to the children. • Know that Remembrance Day is and why we wear poppies. • Read and compare the perspectives of sources drawn from the non-fiction, fiction and poetry. • Think of questions they would like to ask soldiers who fought in the war about what life was like. Try to research some answers. 		<p style="text-align: center;">Famous People</p> <p><i>Learn about the lives of significant individuals in the past who have contributed to international achievements</i></p> <ul style="list-style-type: none"> • Understand that these figures lived a long time ago. • Know that Guy Fawkes was alive a long time before Queen Victoria. • Read about and discuss facts about Queen Victoria and Guy Fawkes. • Read accounts and stories about Guy Fawkes from different sources. • Write questions they would like to ask about historical figures. Try to find out the answers through research. • Use info books to find out about the character of Queen Victoria. • Use different ways to communicate and record historical information.

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Cycle B	Great Fire of London <i>To learn about events beyond living memory that are significant nationally</i>		Holidays in the past <i>To learn about changes in living memory that reveal aspects of change in national life.</i>
	<ul style="list-style-type: none"> Sequence events of Fire of London. Put own birth and these events on a timeline add dates. Retell and write about Fire. Discuss why these events happened. Identify some of the effects. Find out about Samuel Pepys and his eyewitness account. Discuss and write questions about these historical events and try to answer them by researching. Communicate knowledge in different ways. 		<ul style="list-style-type: none"> Organise information about holidays into categories e.g. when mum and dad were young, when granny was young, now. Compare photos from holidays when parents and grandparents were young to find out about what has changed. Know what has stayed the same and suggest why. Listen to/ some visitors talking about holidays in the past. Discuss different people's perspectives. Use photos and personal memories/ stories to discover how holidays have changed. Use books and internet sources to learn more about holidays over the years. Select important information about holidays at different points in the past. Represent differences in various ways.

Year 3/4	Autumn	Spring	Summer
Cycle A	Ancient Egypt <i>To understand the achievements of the earliest civilisations</i> <ul style="list-style-type: none"> Locate ancient Egypt in time and place. Discuss the concept that what we know about the past is dependent on what has survived. 		Anglo Saxons <i>To understand the AS struggle for the Kingdom of England</i> Vikings <i>To understand the V struggle for the Kingdom of England</i>

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	<ul style="list-style-type: none"> • To use sources of information in ways which go beyond simple observation. • Make deductions about life in the past from pictures of the landscape. • Make deductions from careful observation of objects. • Record information about an object accurately. • Produce a structured account about life in ancient Egypt. • Different ways to present and classify 		<ul style="list-style-type: none"> • Recognise characteristics that place Anglo- Saxons and Vikings a long time ago in the past. • Place the Anglo- Saxon and Viking periods on a class time line. • Order Viking raids in Britain chronologically. • Locate Anglo- Saxons homelands on a map. • Understand that after Anglo- Saxon and Viking invasions respectively a period of conquest was followed by a period of settlement. • Understand the accounts of Viking raids are • Anglo- Saxons interpretations of the events. • Discuss why there are different interpretations of the burials. • Ask and answer questions about Vikings/ Anglo- Saxon settlement and way of life using archaeological and picture evidence. • Consider what we can and cannot learn from objects. • Make connections between information provided in more than one source.
<p>Cycle B</p>	<p style="text-align: center;">Ancient Mayans</p> <p><i>Contrasting non-European society with British History</i></p> <ul style="list-style-type: none"> • To understand the developments of non-European society at a time that links with a European era. • To understand that the Mayans used a different number system to Europeans. • To know that the history of the Mayans is understood through drawings and art. • Make deductions about life in the past from pictures (and objects). 		<p style="text-align: center;">The Romans</p> <p><i>To understand the Romans and their influence on Britain</i></p> <ul style="list-style-type: none"> • Place Roman periods on class timeline • Recognise characteristics that place Romans as having lived a long time ago in the past. • Understands that period of Roman conquest was followed by a period of settlement. • Relate settlement to own experience, recognising that people have been moving between different areas for a

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	<ul style="list-style-type: none">• Ask and answer questions about what the Mayan civilisation and how it differs to a European society.• Different ways to present information (as Egyptians).• Select and record information about Celtic and Roman ways of life• Different ways to present and classify.		<p>long time, and that some reasons for moving were the same as those of people alive today.</p> <ul style="list-style-type: none">• Know that there are different opinions about Boudicca and sources contradict each other.• Know that there are different interpretations of the revolt.• Begin to appreciate that people have points of view about events in the past.• Use a variety of sources of evidence that tells us about life in Roman Britain.• Ask and answer questions about what survived from the Roman settlement of Britain.
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Year 5/6	Autumn	Spring	Summer
Cycle A		<p style="text-align: center;">Ancient Greeks</p> <p><i>To understand Greek life and achievements and their influence on the western world.</i></p> <ul style="list-style-type: none"> • Place Greek Civilisation on a class timeline of periods and events known to children including centuries, periods and dates. • Learn that the ancient Greek civilisation occurred 'Before Christ'. • Understand that modern events may have connections with the past. • Compare ancient and modern games; education and suggest reasons. • Recognise words with certain prefixes and suffixes are likely to be Greek in origin. • Compare English and Greek alphabets. • Identify aspects of Greek culture in local buildings. • Identify and give reasons for different ways in which the past is represented and interpreted. • Understand that different sources can provide different kinds of information. • Find answers to questions using a range of sources in ways, which go beyond simple observation. • Begin to select and combine info from sources. • Devise appropriate questions for own enquiry. • Carry out independent research work. • Make deductions from illustrations and maps, from pictures of buildings, texts. • Appreciate the range of different sources of information that can be used to find out about ancient Greeks. 	<p style="text-align: center;">Local History</p> <p><i>A study dating from 1066 that is significant to the locality</i></p> <ul style="list-style-type: none"> • To put information about the local area into chronological order. • Understand the locality has developed over time, and buildings have changed. • Discuss and question pictures as an interpretation of the past. • Understand that historical accounts are often influenced by personal opinion. • Find information about the Fens from studying bills, adverts, photos, buildings written sources. • Ask and answer questions about why the area has changed. • Use local tales and discuss what we can and cannot find out from them. • Synthesize findings and communicate information. • Use variety of ways to present information.

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		<ul style="list-style-type: none"> • Know the derivation of the word 'history' from Greek word 'enquiry' • Recall, select and organise historical info including dates and terms. • Use variety of ways to present information. • Summarise what they have learnt about an aspect of the topic. • Decide which contribution is the most important and give reasons. 	
<p>Cycle B</p>	<p>The Battle Of Britain <i>To understand a significant turning point in British history</i></p> <ul style="list-style-type: none"> • Place events of period on class timeline; include 20th Century British monarchy. • Begin to place events precisely in time. • Compare periods, years, decades, centuries. • Understand that the type of information available depends on the period in time studied. • Use personal memories to find out about the past. • Identify a range of appropriate sources of information. • Use various sources to make deductions. • Compare sources of information available for the study of different times in the past. • Carry out own enquiry. • Suggest causes • Use variety of ways to present information. • Begin to select and combine information to produce structured work including dates. 		<p>Stone Age to Iron Age <i>To understand the changes in Britain from the Stone Age to the Iron Age</i></p> <ul style="list-style-type: none"> • Understand that there is a period in history called prehistory that includes the Stone Age. • Place events from Stone Age to Iron Age accurately on a timeline. • Identify and give reasons for different ways in which the past is represented and interpreted. • Understand that different sources can provide different kinds of information. • Understand that the type of information available depends on the period studied. • To identify reasons for the development of Stonehenge. • Use variety of ways to present information. • Begin to select and combine information to produce structured work including dates.

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