

History Curriculum Progression



History – history teaching teaches children at Norton to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils' will gain curiosity to know more about the past, as well as equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.



| Topic overview | | | |
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| Year | Autumn | Spring | Summer |
| YR | All about me | Percy the Park Keeper/Heroes and heroines | Rumble in the Jungle/Once upon a time |
| Y1 | Famous explorers <i>(lives of significant individuals who have contributed to national and international achievements) (significant historical people in own locality)</i> | Difference between their school days and their grandparents <i>(changes within living memory)</i> | Discrete history: famous explorer – Ellen MacArthur, Grace Darling <i>(lives of significant individuals)</i> |
| Y2 | Great Fire of London <i>(events beyond living memory that are significant nationally or globally)</i> | Castles <i>(how people's lives have shaped the nation, lives of significant individuals)</i> | Geography topic |
| Y3 | Bronze Age <i>(changes in Britain from the Stone Age to the Iron Age)</i> | Geography topic | Ancient Greece <i>(a study of Ancient Greek life and achievements and their influence on the western world)</i> |
| Y4 | Ancient Egypt <i>(the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of...Ancient Egypt).</i> | Geography topic | Roman Empire <i>(The Roman Empire and its impact on Britain).</i> |
| Y5 | Autumn 1 – geography topic Autumn 2 - Roman Withdrawal <i>(Britain's settlement by Anglo-Saxon and Scots)</i> | World War 2 <i>(a significant turning point in British history)</i> | Geography topic |
| Y6 | Early Islamic Empire <i>(a non-European society that provides contrasts with British history).</i> | Geography topic | Viking and Saxon <i>(the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor).</i> Windrush Scandal |

NB: words in brackets are the NC links.



Aims

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-



and long-term timescales.

By the end of KS1, pupils should develop an awareness of the past. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

| Topic breakdown | | | |
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| Year | Autumn | Spring | Summer |
| YR | All About Me <ul style="list-style-type: none"> Discussing lives of people around them, and why they are important. Remembrance Sunday. | Percy the Park Keeper/Heroes and Heroines <ul style="list-style-type: none"> Learning we are all different, but equally important. Chinese culture. Easter | Rumble in the Jungle/Once Upon A Time <ul style="list-style-type: none"> |
| Y1 | Explorers and Adventurers <ul style="list-style-type: none"> Understand and explain what a famous explorer is and why they are famous. Learn about famous explorers such as; Neil Armstrong, Namira Salim, Amelia, Earhart, Rosa Parks and Emily Davison. Learn about a local explorer – Raymond Priestly? Compare two famous explorers and how they are similar and | Difference between their school days and their grandparents <ul style="list-style-type: none"> Look and photographs from grandparents school days (eg classrooms) and today. How are they the same? How are they different? History of toys and technology. Timeline of changes in living memory – how toys/technology have changed through time. | Discreet history: famous explorer <ul style="list-style-type: none"> Look at famous ocean/water explorers, such as Ellen MacArthur who is known for sailing solo around the world, or Grace Darling. Link the famous ocean explorer with geography – look at map of world of where they travelled. |

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| | different. | <ul style="list-style-type: none"> ○ Practically look at toys/technology through time. | |
| Y2 | Great Fire of London <ul style="list-style-type: none"> ○ Explain the timeline of events of the Great Fire of London. ○ Explore the individuals involved in the Great Fire. ○ Locate London on map of UK. ○ Explain Bonfire Night and fireworks - Guy Fawkes. | Castles <ul style="list-style-type: none"> ○ Explain how and why castles were built. ○ Explore castles on a timeline, and explain how they have developed over time. ○ Understand the current and historical role of kings and queens. ○ Describe the locations of castles and their floor plans – aerial viewpoint. ○ Explain the different roles of and in a castle. | Geography topic |

By the end of KS2, pupils will have a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information.

| Topic breakdown | | | |
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| Year | Autumn | Spring | Summer |
| Y3 | Bronze Age <ul style="list-style-type: none"> ○ Explain the timeline of events during the Bronze Age. ○ Describe the life in the Bronze Age using sources of evidence such as artefacts. ○ Explain Stonehenge and locate on a map. | Geography topic | Ancient Greece <ul style="list-style-type: none"> ○ Explain the key events of Ancient Greece on a timeline. ○ Locate Ancient Greece on a map of the world. ○ Describe the life in Ancient Greece, and the different roles of women, men and children. ○ Explain the Ancient Olympics and compare them to modern day Olympics. ○ Explore the Greek Gods and Goddesses and explain the roles of each. |
| Y4 | Ancient Egypt <ul style="list-style-type: none"> ○ Locate Ancient Egypt on a map of the world. ○ Explain the key events of Ancient Egypt on a timeline. ○ Describe life in Ancient Egypt. ○ Describe the importance of the ancient pyramids. ○ Explain the roles of different Gods and Goddesses, as well as | Geography topic | Roman Empire <ul style="list-style-type: none"> ○ Explain the 'Romanisation' of Britain and the influence they had on modern life. ○ Locate Ancient Rome on a map of Europe and describe the Empire they had. ○ Explain the timeline of events during Roman Britain. ○ Explain the key individuals involved in Roman Britain. ○ Describe life in Roman Britain. |

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| | Pharoahs. | | |
| Y5 | Roman Withdrawal <ul style="list-style-type: none"> ○ Locate the routes the Anglo-Saxons took to Britain on a map, and see which countries they came from. ○ Explain the timeline of events during the time of the Roman withdrawal and the arrival of the Anglo-Saxons in Britain. ○ Describe life in Anglo-Saxon Britain. ○ Explain the key individuals and the roles they had in Anglo-Saxon times. ○ Describe the different areas of Britain that the Anglo-Saxons took over. | World War 2 <ul style="list-style-type: none"> ○ Explain the key events of WW2 on a timeline. ○ Understand the importance of Remembrance and explain the impact the world war had on modern day life. ○ Explain the impact the war had on life during war time – especially evacuation. ○ Locate on a world map the countries involved in the world war and describe the allies and axis. ○ Explain life in WW2, including rationing and air raid shelters. | Geography topic |
| Y6 | Early Islamic Empire <ul style="list-style-type: none"> ○ Locate Baghdad on a world map or atlas. ○ Explain the key events of the Empire using a timeline. ○ Explain the lives of key individuals and their roles. ○ Describe life in Baghdad for different people. | Geography topic | Viking and Saxon <ul style="list-style-type: none"> ○ Explain the timeline of events during Viking and Saxon Britain. ○ Locate the routes the Vikings and Saxons took on a map of Europe. ○ Describe the life of the Vikings and Saxons and discuss how they differ. ○ Explain the impact Viking and Saxon Britain had on modern day Britain. |

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| | | | <ul style="list-style-type: none">○ Compare Viking and Saxons and how they lived. |
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Key Learning in History: Years 1 and 2

| Chronology | Events, People and Changes | Communication |
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| <p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying <i>some</i> similarities and differences between their own present and aspects of the past. Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). | <ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. | <ul style="list-style-type: none"> Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts. |
| Enquiry, Interpretation and Using Sources | | |
| <ul style="list-style-type: none"> Use sources to answer <i>simple</i> questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. | | <ul style="list-style-type: none"> Identify some of the <i>basic</i> ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>). |

Key Learning in History: Years 3 and 4

| Chronology | Events, People and Changes | Communication |
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| <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. | <p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding <i>some</i> of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. | <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. |
| Enquiry, Interpretation and Using Sources | | |
| <ul style="list-style-type: none"> Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. | | <ul style="list-style-type: none"> Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist</i> (<i>artist's pictures, museum displays, written sources</i>). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. |

Key Learning in History: Years 5 and 6

| Chronology | Events, People and Changes | Communication |
|---|---|---|
| <p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). Analyse connections, trends and contrasts over time. | <p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. Establishing a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. | <ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. |
| Enquiry, Interpretation and Using Sources | | |
| <ul style="list-style-type: none"> Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. | | <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others. |