

GLF EDUCATION TEAM

PRIMARY CURRICULUM PROGRESSION

HISTORY

Year Group	Curriculum Objectives	Chronological Understanding	Knowledge & Understanding of the Past	Historical Interpretation	Historical Enquiry	Communication & Organisation	Disciplinary Vocabulary	Overarching historical theme
Nursery	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension		<p><u>Birth to 3</u> Make connections between the features of their family and others.</p> <p><u>3-4 years</u> Begin to make sense of their own life-story and family's history</p>	<p><u>3-4 years</u> Use of photos and memories to encourage children to talk to retell what their parents have told them about their life story and family.</p>	<p><u>3-4 years</u> Use a diverse range of artifacts, books, props, puppets that children can notice similarities and differences</p>		<p><u>3-4years</u> Talk about what they see using a wide vocab.</p> <p><u>3-4years</u> Me, my family, older/ younger than. List to children talk about their own experiences with people who are familiar to them.</p>	Own history
Reception	<p>Understanding the World Past and Present ELG 13</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; 	<p><u>Reception</u> Talk about past and present events in their own lives and those of their family members</p>	<p><u>Reception</u> Talk about the reasons why peoples' lives were different in the past (similarities and differences with today)</p> <p>Avoid stereotyping and explain how lives are different.</p>	<p><u>Reception</u> Talk to family members, e.g. parents, grandparents about own family history.</p>	<p><u>Reception</u> Comment on images of familiar situations in the past</p> <p><u>Reception</u> Compare and contrast characters from stories including figures from the past</p>		<p>now before after past long ago Who...? What...? When...? Where...?</p>	Own history

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Year 1	Local Study Pupils should be taught: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality 	Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months	Tell the difference between past and present in own and other people's lives	Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	year artefact old new next compare similarity different change calendar living memory remember opinion date order	Local History
	Transport Pupils should be taught: <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally – History of the car 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 – Alec Issigonis, William Richard Morris, Beatrix Potter, Van Gogh 	Remembers parts of stories and memories about the past						
	Artists Pupils should be taught: <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally – History of the car 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 – Beatrix Potter, Van Gogh 							

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Year 2	Great Fire of London Pupils should be taught: <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	Recount changes in own life over time Puts 3 people, events or objects in order using a given scale.	Uses information to describe the past Uses information to describe differences between then and now Recounts main events from a significant in history Uses evidence to explain reasons why people in past acted as they did	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) Understands why some people in the past did things.	Looks carefully at pictures or objects to find information about the past Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' Estimates the ages of people by studying and describing their features.	Describes objects, people and events Writes own date of birth Writes simple stories and recounts about the past Draws labelled diagrams and writes about them to tell others about people, events and objects from the past	chronological order investigate research evidence primary source secondary source eyewitness historians invention experts significant Why?	Significant events and individuals that impact on life in the UK
	Flight Pupils should be taught: <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Amelia Earhart, Wright Brothers 	Uses words and phrases such as recently, before, after, now, later Uses past and present when telling others about an event						
	Queen Elizabeth II Pupils should be taught: <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. 							
	David Attenborough Pupils should be taught: <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. 							

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Year 3	<p>Stone Age Pupils are taught:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Uses timelines to place events in order</p> <p>Understands timeline can be divided into BC and AD</p> <p>Uses words and phrases: century, decade</p>	<p>Uses evidence to describe past:</p> <ul style="list-style-type: none"> <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i> 	<p>Looks at 2 versions of same event and identifies differences in the accounts</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years nomad/nomadic archaeologist archaeology legacy impact effects this suggests... may be perhaps could be</p>	<p>People and their daily lives</p>
	<p>Waterways Pupils are taught:</p> <ul style="list-style-type: none"> a local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 		<p>Uses evidence to find out how any of these may have changed during a time period.</p>					
	<p>Tudors Pupils should be taught:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example: the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history For example: The impact of the printing press on the population and the Reformation. 		<p>Describes similarities and differences between people, events and objects</p> <p>Shows changes on a timeline</p>					

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Year 4	<p>Roman Empire Pupils are taught about:</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain This could include: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries</p>	<p>Shows knowledge and understanding by describing features of past societies and periods</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past</p>	<p>Gives reasons why there may be different accounts of history</p>	<p>Understands the difference between primary and secondary sources of evidence</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Asks questions such as 'what was it like for a during?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p>	<p>empire invasion civilisation settlers settlement kingdoms conversion reputation resistance impact effects consequences change continuity cause/s infer suggest My conclusion is that....</p>	<p>Power & Rule – settlers and invaders</p>
	<p>Victorians Pupils are taught:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond. For example: the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century a significant turning point in British history, for example, the first railways or the Battle of Britain 	<p>Names and places dates of significant events from past on a timeline</p>	<p>Uses evidence to talk about the impact of:</p> <ul style="list-style-type: none"> <i>Rulers & the monarchy</i> <i>Power & conflict</i> <i>Religion</i> <p>Describes how some of the past events/people affect life at the time and today</p>					
	<p>Anglo-saxons & Vikings Pupils should be taught:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots. <ul style="list-style-type: none"> This could include: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> This could include: <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 							

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Year 5	<p>Ancient Egypt Pupils should be taught:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. 	<p>Uses timelines to place and sequence local, national and international events</p> <p>Sequences historical periods</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience</p>	<p>anachronism democracy this source suggests that... this source doesn't show that... reliable to weigh up both sides infer suggest continuity extent of turning point My conclusion is that....</p>	<p>Achievements of early civilisations</p>
	<p>Pupils are taught: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [Year 5's focus will be on changes in Farming in Britain].</p>							
	<p>Ancient Greece Pupils should be taught about:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 							

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Year 6	<p>WW2 Pupils are taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example the Battle of Britain 	<p>Uses timelines to place events, periods and cultural movements from around the world</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p>	<p>Chooses reliable sources of factual evidence to describe:</p> <ul style="list-style-type: none"> <i>Social impact of historical events</i> <i>way of life and actions of people;</i> <i>attitudes; things of importance to people;</i> <i>differences between lives of rich and poor</i> 	<p>Understands that the past has been represented in different ways</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</p>	<p>Identifies and uses different sources of information and artefacts</p> <p>Evaluates the usefulness and accurateness of different sources of evidence</p> <p>Selects the most appropriate source of evidence for particular tasks</p> <p>Forms own opinions about historical events from a range of sources.</p>	<p>Presents information in an organised and clearly structured way</p> <p>Makes use of different ways of presenting information</p> <p>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram)</p> <p>Makes accurate use of specific dates and terms</p>	<p>20th century culture stereotype diversity traditional view attitudes variety of sources different experiences impression the source omits to mention... the purpose reliability propaganda one sided biased motive mistake extent of continuity extent of change</p>	<p>Social impacts of history</p>
	<p>Industrial Revolution Pupils are taught:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond. For example: the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, a significant turning point in British history, for example, the first railways or the Battle of Britain 	<p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline</p>	<p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>					
	<p>Early Islamic Civilisation Pupils should be taught about:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 							