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| St Mary’s Catholic Primary School – History Curriculum Progression | | | | | |
| History Intent | | The aims of teaching history in our school are:  . To ensure that history is fully inclusive to every child  • To inspire pupils’ curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;  • To enable children to know about significant events in British history and to appreciate how things have changed over time;  • To develop a sense of chronology;  • To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child’s citizenship education;  • To understand how Britain is part of a wider European culture and to study some aspects of European history;  • To have some knowledge and understanding of historical development in the wider world;  • To help children understand society and their place within it, so that they develop a sense of their cultural heritage;  • To develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation. | | | |
| EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS  ***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. | | | | | |
| 0-3 YEARS | | | 3-4 YEARS | | RECEPTION |
| Make connections between the features of their family and other families.  Notice differences between people. | | | Begin to make sense of their own life-story and family’s history.  Show interest in different occupations. | | ELG: Past and Present Children at the expected level of development will: - 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. |
| Area of Study | Years 1/2/3 | | | Years 4/5/6 | |
| Chronological knowledge / understanding | National Curriculum.  Pupils should be taught to:  Have an awareness of the past using common words and phrases using the passing of time. Know where the people and events they study fit within a chronological framework. | | | National Curriculum.  Pupils should be taught to:  Continue to develop chronologically secure knowledge of history.  Establish clear narratives within and across periods studied  Note connections, contrasts and trends over time. | |
|  | -Understand and use the words past and present.  -Use everyday words and phrases to describe the passing of time. Such as ‘over three hundred years ago’ in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time)  - Use historical words and phrases to describe the passing of time including dates and decades  -Sequence events and changes in my own lifetime.  -Understand how to sequence (using basic timelines) events and artefacts such as objects or photographs.  - Children realise that we use dates to describe  events in time e.g. 1666 for the Great Fire of London.  -Sequence more than one historical events and changes in the past.  -Can sequence parts of more complex story where action takes place over a period of time.  -Understand and use the term century and name specific dates.  -Understand what a timeline is.  -Understand that a timeline can be divided into BC and AD/CE.  -Use a timeline to place events they have found out about.  -Understand that the past can be divided into time periods. | | | -Name the century and dates of significant events from the past that they know about.  -Place events in history approximately in the right place on a time line.  -Understand the importance of a scale when using a timeline  -Describe the main changes within a period of history (political, technological and cultural).  -Develop a timeline using an appropriate scale.  -Place historical events and time periods accurately on a timeline.  -Describe the main changes within a period of history and over different periods of history.  - Use previous learning to inform my timeline scale.  -Use a timeline to demonstrate changes and developments in culture and technology. | |
| Historical terms | National Curriculum. Pupils should be taught to:  Use a wide vocabulary of everyday historical terms | | | National Curriculum. Pupils should be taught to:  - Develop the appropriate use of historical terms | |
|  | now, yesterday, last week, when I was younger, when I  was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum, recently, in …, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, timeline,  As for KS1 plus:  century, BC/AD/CE, civilisation, in the …. century, in the ….decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, consequence, culture, monarchy, parliament, democracy, war, warrior, mythology, nomadic, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye- witness, primary source, secondary source, ancient, hieroglyphic, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate, pyramid, city-state, Mayans, Neolithic Age, Palaeolithic age, hunter-gatherer, fossil, Iron Age, Stone Age, hillfort, roundhouses. | | | As for KS1 plus:  century, BC/AD/CE, civilisation, in the …. century, in the  ….decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, consequence, culture, monarchy, parliament, democracy, war, warrior, mythology, nomadic, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye- witness, primary source, secondary source, ancient, hieroglyphic, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate, pyramid, city-state, Mayans, Neolithic Age, Palaeolithic age, hunter-gatherer, fossil, Iron Age, Stone Age, hillfort, roundhouses.  As for year 3 and 4 plus:  change, continuity, legacy, political, social, cultural, empire, government, dynasty, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration, unemployment, crusade, appeasement, preparation, censorship, evacuation, blitzkrieg, blackout, rationing, allowances, information, Labour, Conservatives, Liberals, reform, poverty, campaign, Suffragists, Emmeline Pankhurst, equality, alliance, conscription, merchant, compulsory, propaganda, | |
| Interpretations of history | National Curriculum. Pupils should be taught to:  - Understand some of the ways in which we find out about the past and identify different ways in which it is represented. | | | National Curriculum. Pupils should be taught to:  - Understand how our knowledge of the past is constructed from a range of sources | |
|  | - Know what a source is  -Use books, stories, photographs, web-sites, pictures, objects, historical visits to help me find out about the past.  -Know how to use clues to find out about the past.  -Use more than one type of source to find out about an event or a person from the past.  - Understand how to use evidence to find out about the past.  Use multiple sources to find out information.  -Know the difference between a primary and secondary source.  -Evaluate sources in terms of their usefulness.  -Identify a primary and secondary source and say which is more reliable.  -Look at two versions of the same event in history and identify differences in the accounts. | | | -Use multiple sources to find out information.  -Know the difference between a primary and secondary source.  -Evaluate sources in terms of their usefulness.  -Identify a primary and secondary source and say which is more reliable.  -Look at two versions of the same event in history and identify differences in the accounts.  -Choose reliable and useful sources of evidence and start to give reasons.  -Give clear reasons why there may be different accounts of history.  -Choose reliable sources of evidence and give reasons for my decision.  -Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. | |
| Historical enquiry - Using evidence / Communicating ideas | National Curriculum. Pupils should be taught to:  Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events | | | National Curriculum. Pupils should be taught to:  Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | |
|  | - Ask questions about the past. (What was it like? what was it used for? Who is it? What were they doing?)  - Start to answer questions about the past using evidence to help them.  -Share what they have found out by telling someone.  -Show what they have learnt through drawings, models, art, photographs and drama.  -Recount an event.  - Orally retell an event from the perspective of having been there.  -Present to others what they have found out.  -Write a report, diary entry etc. of an event from the perspective of having been there. | | | -Know what a historical question looks like Use evidence to start to generate their own questions about the past.  -Confidently use evidence to help them answer questions about the past.  - Devise their own historical questions  - Follow a line of historical enquiry given to them by their teacher  -Choose suitable sources of evidence for their historical enquiry and use them to support their answers.  -Analyse, evaluate and refine their own questions. Follow their own line of historical enquiry.  -Choose reliable sources of evidence to help them answer questions giving reasons for their choices.  - Use sources of information to form testable hypotheses about the past.  - Choose reliable sources of evidence to help them to answer questions realising that there is often not a single answer to historical questions.  - Adapt and refine their line of enquiry.  -Use their historical understanding and empathy to communicate their ideas.  - Communicate different viewpoints (orally and written). | |

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| **Autumn**  **1/2/3** | **Spring**  **1/2/3** | **Summer**  **1/2/3** |
| The History of Chipping  I know about the history of St. Mary’s and St. Bartholomew’s churches and I cam compare them.  I can research and ask questions about Berry’s Chair Works and Tweedy’s foundr, Kirk Mill and the waterwheels that were in Chipping.  I know some of the history of Leagram Hall.  I know about the history of the Memorial Hall. | Great Fire of London  I understand where and when the Great Fire of London started.  I understand the events of the Great Fire of London.  I can find out why the fire spread so quickly and stayed alight for so long.  I can find out about Samuel Pepys and his diary. | Christopher Columbus and Neil Armstrong  I can find out and describe facts about Christopher Columbus.  I can find out and describe facts about Neil Armstrong.  I can describe some of the aspects of their lives.  I can compare life in different time periods.  I know how to compare two individuals and I can identify and describe ways in which Armstrong and Columbus were similar and different to each other. |
| John Brabin’s of Chipping  I know about the life of John Brabins.  I know what he contributed to the village of Chipping and how this continues today.  I can identify buildings around Chipping that he helped to build.  I know about the charitable trust that has since helped many families within the village. | The Great Plague  I know when the Great Plague occurred and I can place this on a timeline.  I can talk about the effect the plague had on Britain.  I know how it spread across Europe.  I can compare it to the Covid pandemic in terms of medication, vaccination, etc . | Mary Seacole and Florence Nightingale  I know when Mary Seacole and Florence Nightingale lived.  I can compare their lives and what they achieved.  I can discuss their similarities and their differences.  I can place these two women on a time line. |
| Chipping during World War 1 and 2  I can discuss what Chipping was like during the World Wars. I know why we have a war memorial and the names of some of the young people mentioned on it. I know about the homes and buildings within Chipping that contributed during the World Wars. I can talk about children who were evacuated to Chipping during the second world war. | Guy Fawkes and the Gunpowder Plot 1605  I can name King James I and Queen Elizabeth I.  I can explain why the Catholics were unhappy.  I can explain who Guy Fawkes was.  I understand why Fawkes and the other conspirators created the gunpowder plot.  I can explain why Guy Fawkes is famous.  I can retell the events of the Gunpowder plot? | Queens Elizabeth 1, Queen Victoria and Queen Elizabeth  I know what a monarch is and where monarchs live.  I know about Tudor life and Queen Elizabeth I.  I know who Queen Victoria was.  I know about the Victorian period.  I can talk about life of Queen Elizabeth II.  I can compare three major time periods and the three different Queens. |
| **Autumn 4/5/6** | **Spring 4/5/6** | **Summer 4/5/6** |
| Stone Age – Iron Age 3000BC – 43 AD  I can talk about late Neolithic hunter-gatherers and early farmers an locate this on a timeline. I know about Skara Brae and its importance in understanding our past. I can talk about Bronze Age religion, technology and travel including why and how Stonehenge was made. I can describe Iron Age hill forts, tribal kingdoms, farming, art and culture of this time. | Vikings and Anglo-Saxons 793 AD - 1066  I can talk about Viking raids and invasion and place this on a timeline. I can talk about the resistance by Alfred the Great and Athelstan, first king of England. I can talk about further Viking invasions and Danegeld. I can talk about Anglo-Saxon laws and justice. I can talk about Edward the Confessor and his death in 1066. | Ancient Greece 700BC – 146BC  I know who the ancient Greeks were and I can locate their civilisation on a timeline. I can compare and contrast the two city states of Athens and Sparta. I can use primary and secondary sources to find out about daily life in ancient Greece. I can find out about gods, goddesses and religious beliefs in ancient Greece. I can investigate the lives and teachings of the ancient Greek scholars and philosophers. |
| The Roman Empire 753 BC – 476 AD  I understand the terms ‘invade’ and ‘settle’ and I can place the Romans on a timeline. I know why and how the Romans successfully invaded Britain and I know about their way of life. I know who Boudica was from different points of view and I know the results of Boudica’s revolt. I know about life in Roman Britain and I know how the Romans have influenced our lives today. | Pendle Witch Trials 1612  I can talk about the events that led up to Pendle Witch Trial and put this on a timeline. I know about the witchcraft act of 1604. I know that protestant King James was superstitious of witches. I understand the relevance to the gunpowder plot and Catholics and the effect on the witch trial. I can locate the local area on a map. | Ancient Egyptians 3150 BC – 30BC  I can explain the difference between AD and BC, and place key dates relating to ancient Egypt on a timeline. I can investigate the social structure of ancient Egyptian societies. I can talk about the roles, rights and responsibilities of the pharaohs and explore the lives of some of the most famous pharaohs including Tutankhamun.  I know what the pyramids were built for and why. |
| Anglo Saxon’s and Scots 449 AD - 1066  I can talk about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire and I can place this on a timeline. I can talk about the Scots invasions from Ireland to north Britain (now Scotland) I can talk about Anglo-Saxon invasions, settlements and kingdoms including place names and village life. I can talk about the Christian conversion in Britain. | Crime and Punishment  I know about the trends of crime and punishment  from the Romans to the 21st century. I know about the crime and punishment in the Roman period. I know about crime and punishment in the Anglo-Saxon and Viking period. I know about crime and punishment in the medieval and Tudor periods. I know about crime and punishment in the Victorian period. | Ancient Mayans 2000BC – 250AD  I can talk about how and when Europeans encountered the Mayan civilisation and I put this onto a timeline. I can describe how we know about the Mayan civilisation and their way of life. I can explain how Mayan society was organised and how this compares to modern society.  I can discuss what the Maya believed in, including their religious rites and rituals. I have some understanding behind the reasons behind the decline of the Mayan civilisation. |