

Curriculum Progression – History 2023 - 2024

		Year group						
		EYFS All year Completed Autumn 1 and 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>History</p> <p>Substantive knowledge <i>Programmes of study threads (see Project plans and IALTs for details)</i></p> <p>EYFS ELGs – Past and Present</p> <p>KS1 – Changes within living memory. where appropriate, these should be used to reveal aspects of change in national life;</p> <p>Events beyond living memory that are significant nationally or globally;</p>	<p>Substantive knowledge breakdown year by year</p> <p>Key:</p> <p>Highlighted yellow – knowledge/skills are being taught</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Begin to make sense of their own life story and family’s history (3 and 4 year olds)</p> <p>Comment on images of familiar situations in the past (Reception)</p> <p>Compare and contrast characters from stories, including figures from the past (Reception)</p> <p>Talk about the lives of people around them and their roles in society (ELG)</p> <p>Know some similarities and differences between things in</p>	<p>Changes within living memory. where appropriate, these should be used to reveal aspects of change in national life. - transport then and now (trains, cars, planes, space travel)</p> <p>Events beyond living memory that are significant nationally or globally. moon landing, invention of first aeroplane</p> <p>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. Elizabeth II Queen Victoria</p>	<p>Changes within living memory. where appropriate, these should be used to reveal aspects of change in national life. - cruise ships then and now</p> <p>Events beyond living memory that are significant nationally or globally – - The Titanic</p> <p>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. - William the conqueror Medieval life vs life now Mary Seacole</p>	<p>Changes in Britain from the Stone Age to the Iron Age Autumn</p> <p>The Roman Empire and its impact on Britain Spring</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Autumn</p> <p>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.</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (space travel) Autumn</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world Spring</p>	<p>Britain’s settlement by Anglo-saxons and Scots Spring</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Spring</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WWII) Autumn</p> <p>A local history study (Haywards Heath)</p>

<p>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;</p> <p>Significant historical events, people and places in their own locality.</p> <p>KS2 - changes in Britain from the Stone Age to the Iron Age;</p>		<p>the past and now, drawing on their experiences and what has been read in class (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>	<p>Queen Elizabeth II</p> <p>Significant historical events, people and places in their own locality. -</p>	<p>Florence Nightingale Rosa Parks</p> <p>Significant historical events, people and places in their own locality. - Battle of Hastings/ William the conquerer</p>				
<p>The Roman Empire and its impact on Britain;</p> <p>Britain's settlement by Anglo-saxons and Scots;</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</p>	<p>Second order concepts (threads)</p>		<p>Empire Monarchy New World Power Transport Exploration Technology Leisure</p>	<p>Empire Monarchy Transport Technology Leisure</p>				
<p>A local history study;</p> <p>A study of an aspect or theme in British history that</p>	<p>Assessment Pieces</p>	<p>Talk about members of immediate family and community.</p>		<p>Children's work on knights and castles – jobs within the castle, defences etc</p>	<p>Children's work on the Stone age to Iron age - late Neolithic hunter-gatherers and early farmers, for</p>	<p>Children's work on the ancient Egyptians – heirarchy pyramid for different roles in Ancient Egypt,</p>	<p>Children's work on the history of space travel and British history of – timeline of space travel, was</p>	<p>Children's work on WWII. Children's work on Anglo-Saxons and Vikings.</p>

<p>extends pupils' chronological knowledge beyond 1066;</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world;</p> <p>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.</p>		<p>Children share their ideas and their experiences of Christenings, using photographs.</p> <p>Children bring in special picture of a memory to talk about.</p> <p>Communication and Language children talking about a special time in their lives.</p> <p>Looking at different celebrations and festivals, remembering and talk about own selves</p> <p>Comment on images of familiar situations from the past (Pictures from Christmas Holidays)</p> <p>Comment on images of familiar situations from the past (pictures of special times they remember)(Pictures of Artists and Composers)</p>		<p>Children's work on real life heroes</p> <p>Children's work on Titanic</p>	<p>example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Children's work on the Romans – Everyday life; 'Romanisation' of Britain, and the impact of technology, culture and beliefs, including early Christianity; heirarchy in Rome; how, why and the effects of Roman invasion of Britain then and now; 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,</p>	<p>Fact page about the Nile, comic strip for mummification, Egyptian gods top trumps cards, List of statements about ancient Egyptian and Mayan life to make comparisons. Explore similarities and differences between the two Ancient Civilizations.</p>	<p>the moon landing real or fake? (sources reliability)</p> <p>British interplanetary society, British space programme launch, first British satellite, black arrow carrier rocket, European space agency, Helen Sharman, Beagle 2 to Mars, Virgin galactic, Tim Peake to International space station, 30m investment in space technology.</p> <p>Children's work on ancient Greece -</p>	<p>Children's work on the history of Haywards Heath.</p>
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		Talk about the lives of the people around them and their roles in society.			for example, Boudica.			
	Enquiry / Project focus	Autumn: What Makes us Special? How do we remember? Are we there yet?	Spring: Who is the greatest? Summer: How do we move?	Autumn: What makes a person significant? Spring: How has the sea changed over time?	Autumn: What does it mean to be human? Spring: How does it feel to experience change?	Autumn: Who were the greatest builders?	Autumn: Is there anyone out there? Spring: What does it mean to be great?	Autumn: What does it mean to belong? Spring: What are the ingredients for change? Summer: What does it take to make it?
<p>History Disciplinary knowledge - critical thinking skills</p> <p>(EYFS ELGs – Past and Present KS1 – To understand History in the context of the wider World through differing cultures and time periods;</p> <p>To be able to apply and understand subject specific language; Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make</p>	<p>Skills</p> <p>Key: Red – Is this being covered in year group? / Suggestions for coverage / Needs evidence</p> <p>Highlighted yellow – knowledge/skills are being taught</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>		Describe changes within or beyond living memory. Order information on a timeline Identify some key features of a significant historical event beyond living memory. Understand the term significant and explain why a significant individual is important. Role of a monarch – Queen Elizabeth I, Queen Victoria, Queen Eliabeth II Create stories, pictures, independent writing and role	Describe how an aspect of life has changed over time. Comparing childhood life in Early 1900s to present day Sequence significant information in chronological order. Timelines Titanic Explain why an event from the past is significant Titanic Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Summarise how an aspect of British or world history has changed over time. Stone age Sequence dates and information from several historical periods on a timeline Stone Age Explain the cause and effect of a significant event (stone henge 2025 – deliver over two sessions) Devise historically valid questions about change, cause, similarity and difference, and significance. Stone Age	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Ancient Egypt Sequence significant dates about events within a historical time period on historical timelines. Explain in detail the multiple causes and effects of a significant historical event Construct a profile of a significant leader using a range of historical sources Ancient Egypt	Frame historically valid questions about continuity and change and construct informed responses. Alexander the Great debate Sequence and make connections between periods of world history on a timeline. Ancient Greeks Explain why an aspect of world history is significant. Ancient Greeks Explore and explain how the religions, political, scientific or personal beliefs of a significant	Describe the causes and consequences of a significant event in history. WWII Articulate and present a clear, chronological world history narrative within and across historical periods studied. WWII Present a detailed historical narrative about a significant global event Examine the decisions made by significant historical individuals considering their options and making a

<p>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</p> <p>KS2 – To understand History in the context of the wider World through differing cultures and time periods; To be able to apply and understand subject specific language.; Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw</p>			<p>play about historical events, people and periods. Moon landing role play</p> <p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Use a range of historical artefacts to find out about the past.</p> <p>Express an opinion about a historical source.</p>	<p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. Titanic exhibition of work</p> <p>Use the historical terms year, decade and century. Titanic</p> <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Medieval artefacts – Bayeux tapestry Titanic artefacts</p> <p>Use historical sources to begin to identify viewpoint. Titanic Mary Seacole Florence Nightingale</p>	<p>Make choices about the best ways to present historical accounts and information.</p> <p>Use historical terms to describe different periods of time Stone age</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact. Stone age</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. Stone age</p>	<p>Present a thoughtful selection of relevant information in a historical report or in-depth study.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Use more complex historical terms to explain and present historical information</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Identify bias in primary and secondary sources.</p> <p>Interpret a primary source and understand how the context in which it was written influences the writers viewpoint.</p>	<p>individual caused them to behave in a particular way. Alexander the great debate</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Ancient Greeks and the Olympics</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary Space – Views of solar system over time</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person. Ancient Greeks and the Olympics Space - Moon landings</p> <p>Find evidence from different sources, identify bias and form balanced arguments Alexander the great debate</p>	<p>summative judgement about their choices. WWII</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Use abstract terms to express historical ideas and information</p> <p>Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p>
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<p>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.</p>	<p>Second order concept threads (These shape questions about the pasts; how knowledge of the past is organised, created and debated)</p>						<p>Space – Moon landings</p>	
	<p>Assessment Pieces</p>	<p>CL talking about special memories and times in their lives, what they did over holidays. Talking about what we did at Christmas, Chinese New Year.</p> <p>Concept map of what stories they know, Which ones we are going to learn more about .</p> <p>Stories that your parents know.</p> <p>Comment on images of familiar situations from the past (Pictures from Easter Holidays)</p>		<p>Children’s work on knights and castles</p> <p>Non-chronological reports about Florence Nightingale</p>	<p>Children’s work on the stone age – looking at non written sources, theories for how and why stone henge was built, grave goods and what they can tell us about people of that time (reliability of sources) timelines for stone age (paleolithic, mesolithic, neolithic), bronze age and iron age. Non-chronological report about the stone age. How life changed in the iron age.</p> <p>Children’s work on the Romans - ‘empire, invasion,</p>	<p>Children’s work on the ancient Egyptians – creating timeline to show the change in building throughout history, timeline to show significant events in Ancient Egyptian history, Research the role of a Pharaoh and Tutenkhamun, creating a booklet to present relevant information.</p>	<p>Chn’s work on the Legacy of Ancient Greece (olympics) and evaluating project</p>	<p>Children’s work on WWII. Children’s work on the Anglo-Saxons and Vikings.</p>

					conquest' historical terms, different viewpoints (Boudicca's conquest),			
	Project taught	<p>What Makes Me Special?</p> <p>Where do our families live?</p> <p>What changes?</p>	<p>Spring: Who is the greatest?</p> <p>Summer: How do we move?</p>	<p>Autumn: What makes us strong?</p> <p>Spring: How has the sea changed over time?</p>	<p>Autumn: What does it mean to be human?</p> <p>Spring: How does it feel to experience change?</p>	<p>Autumn: Who were the greatest builders?</p>	<p>Autumn: Is there anyone out there?</p> <p>Spring: What does it mean to be great?</p>	<p>Autumn: What does it mean to belong?</p> <p>Spring: What are the ingredients for change?</p> <p>Summer: What does it take to make it?</p>