



Curriculum – History

Progression of Knowledge and Skills in History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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Understanding the World: Past and Present...progression into History

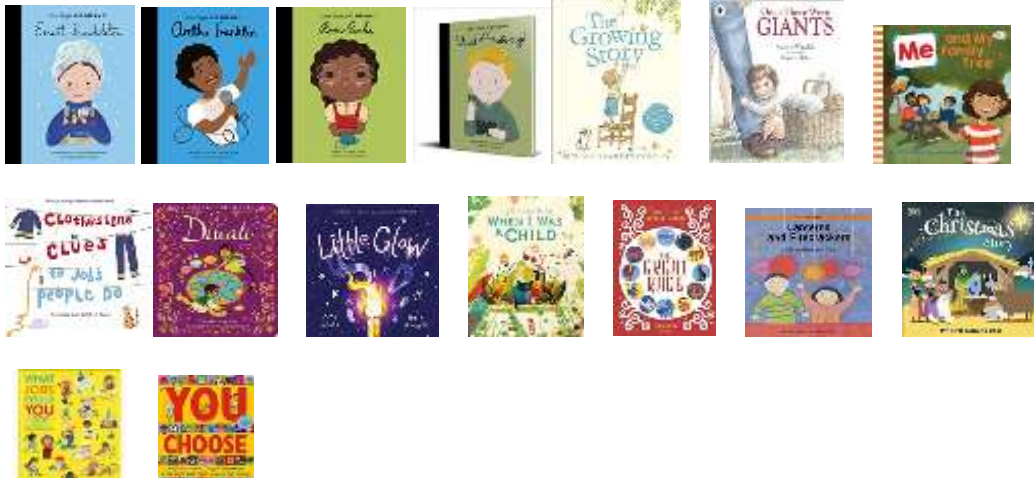
ELG: Past and present. Children at the expected level of development will....

-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

Skill Aspects	Nursery age children will	Reception age children will	Links to Year 1/2
<p>Chronological Understanding</p> <ul style="list-style-type: none"> -sequence events in their own lives -observe how they have grown over time <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> -Recognise differences between past and present in stories -Comment on images of familiar situations in the past <p>Interpretations of History</p> <ul style="list-style-type: none"> -Use books and stories and begin to use language such as information and facts to describe what is happening <p>Historical Enquiry</p> <ul style="list-style-type: none"> -Enabling environments-provision in the classroom to spark curiosity and encourage questions -Access to high quality books -Encouraging questions <p>Organisation & Communication</p> <ul style="list-style-type: none"> -Through characteristics of effective learning: -Playing and exploring -Thinking critically-asking questions, commenting 	<p>-Enjoy circle times talking about things that are important to themselves and families.</p> <p>-Enjoy discovering about and joining in with celebrations at school and at home- Bonfire Night, Remembrance Day, Diwali, Christmas</p> <p>-Understand there are festivals that they don't celebrate but others do</p> <p>-Begin to make sense of their own life-story and family's history</p> <p>-look at pictures of how much they have grown and discuss in small groups</p>	<p>-Talk about members of their immediate family and community</p> <p>-Make family trees and share in small groups</p> <p>-Find out about key historical events such as Bonfire Night, Remembrance Day, Diwali, Christmas. Ask questions about these events, read and watch online stories to help with understanding.</p> <p>-Begin to comment on images of familiar situations in the past</p> <p>-Name and describe people who are familiar to them</p> <p>-Talk to the class about past events in their lives during show and tell. Encourage the children to ask relevant questions</p> <p>-Look at past pictures of the children-baby, toddler, child and comment about how much we have grown-timeline</p> <p>-Read stories based on children growing up</p> <p>-Talk about the lives of people around them and their roles in society.</p> <p>-During YOU CHOOSE topic discuss the type of jobs that are family are to them</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Use common words relating to the passing of time - Sequence 3 artefacts from different periods of time <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> - Know and recount episodes from stories about the past - Identify similarities and differences between the events, people, places they study and the present day. <p>Interpretations of History</p> <ul style="list-style-type: none"> - Use stories to distinguish between fact and fiction - Compare pictures or photographs of people or events in the past <p>Historical enquiry</p> <ul style="list-style-type: none"> - Observe or handle sources to discuss, ask and answer questions about the past on the basis of simple observations <p>Organisation & Communication</p> <p>Recall historical information through:</p> <ul style="list-style-type: none"> - Discussion - Drawing pictures
Key Vocabulary	<p>Before Now After Next Yesterday Today Tomorrow Family</p>	<p>Past Present Future Time/timeline (Little People Big Dreams)</p> <p>Family</p>	<p>Key Vocabulary past, present, a long time ago, a very long time ago, old, modern, artefact,</p>

	<p>Family members-mum, dad, brother, sister, grandma, grandad Younger Older</p> <p>Celebrations Diwali-Diva lamps, Festival of light, Rangoli patterns Remembrance Day-Poppies, war, soldiers, Bonfire night-fireworks, Guy Fawkes, Gunpowder plot, Birthdays, Christmas-Nativity, Jesus, Church Same /similar/different</p> <p>Jobs Jobs people do (police officer, teacher, librarian, soldier etc)</p>	<p>Family members-mum, dad, brother, sister, grandma, grandad, cousins, uncle, aunty</p> <p>Celebrations Diwali-Diva lamps, Festival of light, Rangoli patterns Remembrance Day-Poppies, war, soldiers, Bonfire night-fireworks, Guy Fawkes, Gunpowder plot, Birthdays, Christmas-Nativity, Jesus, Church Same /similar/different</p> <p>Occupations Jobs people do (police officer, teacher, librarian, soldier etc)</p>	<p>museum, change, evidence, invention, timeline</p>
Possible texts	<p>-Little People Big Dreams texts-either linked to a theme or during story time</p> <div></div>	<p>Strong links to other subjects/areas of learning</p> <p>EYFS- People, Cultures and Communities</p> <p>EYFS-Communication and Language</p> <p>R.E.</p> <p>NC-History</p>	

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge and Understanding of British History Toys through the ages	Knowledge and Understanding of British History How settlements changed from Stone Age to Iron Age The Roman Empire and its impact on Britain: successful invasion by Claudius and conquest, including Hadrian's Wall	Knowledge and Understanding of British History Britain's settlement by Anglo-Saxons and Scots : Anglo- Saxon art and culture and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: laws and justice
Knowledge and Understanding of Wider World History The Great Fire of London Tim Berners Lee and William Caxton	Knowledge and Understanding of Wider World History Ancient Greece Ancient Egypt	Knowledge and Understanding of Wider World History Mayan Civilisation Leisure and entertainment in the 20 th Century
Local History Spofforth Castle and the Percy Family	Local History	Local History The impact of WW2 on Spofforth and Follifoot

Knowledge and Understanding of British History

Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<p><u>Toys through the ages</u></p> <p>Core knowledge:</p> <ul style="list-style-type: none"> ➤ Explain what they know about toys today. ➤ Explain how we can find out about the past. ➤ Describe features of different toys. ➤ Recognise old and new toys. <p>Key vocabulary:</p> <ul style="list-style-type: none"> ➤ past, present, old, modern, artefact, museum 	<p><u>How settlements changed from Stone age to Iron age</u></p> <p>Core knowledge:</p> <ul style="list-style-type: none"> ➤ Know when the Stone Age, Bronze Age and Iron Age were. ➤ Understand and explain similarities and differences in houses from the Stone Age to the Iron Age. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ prehistoric, prehistory, written records, Stone Age, Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age <p><u>The Roman Empire and its impact on Britain: successful invasion by Claudius and conquest, including Hadrian's Wall</u></p> <p>Core knowledge:</p> <ul style="list-style-type: none"> ➤ Know who the Romans were; when and why they invaded Britain and where they settled. ➤ Talk about Hadrian's Wall, looking at how, where and why it was built; including the different features of the wall. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ Republic, Roman Empire, emperor, Caesar, Rome, Hadrian, Picts. 	<p><u>Britain's settlement by Anglo-Saxons and Scots : Anglo- Saxon art and culture and The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: laws and justice</u></p> <p>Core knowledge:</p> <ul style="list-style-type: none"> ➤ Know who the Anglo-Saxons and Scots were, when and why they invaded Britain and where they settled. ➤ Understand and explain what Anglo-Saxon art (jewellery, ceramics, sculptures and wall paintings) was made from, showed, and what can be learnt about Anglo-Saxon life from them. ➤ Know who the Vikings were, when and where they raided and settled. ➤ Compare and contrast the modern-day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences. ➤ Know and understand the events of 1066. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ Anglo-Saxon, settlement, rural, chief, warriors, excavations, Vikings, raid, plunder, Battle of Hastings, overthrown.

Knowledge and Understanding of Wider World History

Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<p><u>The Great Fire of London</u> Core knowledge:</p> <ul style="list-style-type: none"> ➤ Recall the date of the fire. ➤ Explain where and why the fire started. ➤ Understand and explain why it spread so quickly. ➤ Talk about the developments in buildings and the fire service; explaining how it would be different today. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ 1666, Pudding Lane, Samuel Pepys, a long time ago, past, present, evidence, diary, account. <p><u>Tim Berners Lee and William Caxton</u> Core knowledge:</p> <ul style="list-style-type: none"> ➤ Recall the dates and inventors name of the printing press and WWW. ➤ Explain the differences between the printing press and WWW. ➤ Understand and explain how both inventions changed communication in different ways. ➤ Explore and compare communications to the present day. . <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ A very long time ago, past, present, before, after, change, evidence, invention, timeline. 	<p><u>Ancient Greece</u> Core Knowledge:</p> <ul style="list-style-type: none"> ➤ Know where and when the ancient Greeks lived. ➤ Know when and why the ancient Olympics started in Greece. ➤ Understand and explain how ancient pottery can give us information about the ancient Olympic Games. ➤ Compare and contrast ancient Olympic Games with the Olympic Games of today; recognises similarities and differences <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ Ancient, civilisation, Greece, Olympics, Athens, mythology, gods, goddesses. <p><u>Ancient Egypt</u> Core Knowledge:</p> <ul style="list-style-type: none"> ➤ Know where and when Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China first appeared. ➤ Know where and when the Egyptians lived. ➤ Understand what was important to people during ancient Egyptian times. ➤ Understand and explain the use of hieroglyphs as a form of communication and recording. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ Egypt, ancient, civilisation, Pharaoh, scribe, pyramid, tomb, hieroglyphics, archaeological. 	<p><u>Mayan Civilisation</u> Core Knowledge:</p> <ul style="list-style-type: none"> ➤ Know where and when the Mayans lived. ➤ Understand and explain what Mayan art was made from, showed, (religious beliefs, their way of life, wars they had fought, how they sacrificed people and their kings) and what can be learnt about Mayan life from them. ➤ Talk about the similarities and differences between Mayan art and culture and Anglo-Saxon art and culture. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ Mayan, social structure, astronomy, solar calendar, culture, sacrifice, tribute, afterlife, decline. <p><u>Leisure and Entertainment in the 20th Century</u> Core Knowledge:</p> <ul style="list-style-type: none"> ➤ Have a chronological understanding of how technology developed over the 20th century. – Radio, cinema, TV, computers, mobile phones. ➤ Understand why the cinema was important to people in the 1930s. ➤ Understand and explain how mobile phones have changed communication. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ 20th century, artefact, change, continuity, communication, decade, technology, radio, cinema, television.

Local History

Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<p><u>Spofforth Castle and the Percy Family</u></p> <p>Core knowledge:</p> <ul style="list-style-type: none"> ➤ Recall the date the original building was built. ➤ Understand and explain the role of a castle- including parts of a castle and the role of knights. ➤ Understand and explain what Spofforth castle was used for. ➤ Talk about the links with The Percy family. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ 1066, 11th century, A very long time ago, castle, knight, armour. 		<p><u>The impact of WW2 on Spofforth and Follifoot</u></p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> ➤ Name residents who served during WWII. ➤ Explain how life would have changed for an evacuee coming to our villages. ➤ Understand and explain the impact on families in our villages – rationing, changes to family dynamics. ➤ Compare and contrast the impact of WII on our villages and Leeds. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ➤ War, Allies, invaded, air raids, foster parents, evacuation, rations, ration book, gas drills, gas masks.

Progression of Historical skills

Skill Aspects	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> ➤ Sequence events in their own lives ➤ Observe how they have grown over time 	<ul style="list-style-type: none"> ➤ Use common words relating to the passing of time ➤ Sequence 3 artefacts from different periods of time 	<ul style="list-style-type: none"> ➤ Use common words and phrases relating to the passing of time ➤ Begin to place objects/ artefacts/ photographs on a timeline 	<ul style="list-style-type: none"> ➤ Use dates and terms related to the period studied and passing of time ➤ Place the period studied on a timeline 	<ul style="list-style-type: none"> ➤ Use terms related to the period and begin to date events ➤ Place events from the period studied on a timeline 	<ul style="list-style-type: none"> ➤ Use relevant terms and period labels ➤ Know and sequence key events of time studied 	<ul style="list-style-type: none"> ➤ Use relevant dates and terms ➤ Place current study on a time line in relation to other studies (including up to 10 different events)
Range and depth of historical knowledge	<ul style="list-style-type: none"> ➤ Recognise differences between past and present in stories ➤ Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> ➤ Know and recount episodes from stories about the past ➤ Identify similarities and differences between the events, people, places they study and the present day. 	<ul style="list-style-type: none"> ➤ Know and recount episodes from stories about the past. ➤ Recognise why people did things, why events happened and what happened as a result as well as the difference if they were to happen in the present day. 	<ul style="list-style-type: none"> ➤ Use stories and other evidence to find out about when and where the people in the time studied lived ➤ Identify reasons(causes) for and consequences of people's actions 	<ul style="list-style-type: none"> ➤ Use stories and other evidence to find out about key features and events in time period studied ➤ Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> ➤ Use sources to examine causes and effects of great events including the impact on people ➤ Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> ➤ Use primary and secondary sources to examine continuity and change/cause and consequence within the time periods studied. ➤ Compare an aspect of life with the same aspect in another period; use causes/consequence, continuity/change or similarity, difference and significance
Interpretations of history	<ul style="list-style-type: none"> ➤ Use books and stories and begin to use language such as information and facts to describe what is 	<ul style="list-style-type: none"> ➤ Use stories to distinguish between fact and fiction ➤ Compare pictures or photographs of people or events 	<ul style="list-style-type: none"> ➤ Compare 2 versions of a past event ➤ Discuss reliability of photos/accounts /stories 	<ul style="list-style-type: none"> ➤ Distinguish between different sources – compare different versions of the same story ➤ Look at representations of 	<ul style="list-style-type: none"> ➤ Begin to evaluate the usefulness of different sources ➤ Identify and give reasons for different ways in which the past is represented 	<ul style="list-style-type: none"> ➤ Offer some reasons for different versions of events ➤ Consider ways of checking the accuracy of interpretations – 	<ul style="list-style-type: none"> ➤ Link sources and workout how conclusions were arrived at ➤ Confidently use the library and internet for research;

	happening	in the past		the same period- museum, cartoons, etc		fact or fiction and opinion	identifying and using reliable sources.
Historical enquiry	<ul style="list-style-type: none"> ➤ Enabling environments- provision in the classroom to spark curiosity and encourage questions ➤ Access to high quality books ➤ Encouraging questions 	<ul style="list-style-type: none"> ➤ Observe or handle sources to discuss, ask and answer questions about the past on the basis of simple observations 	<ul style="list-style-type: none"> ➤ Observe or handle sources to, ask and answer simple questions about the past on the basis of simple observations 	<ul style="list-style-type: none"> ➤ Use a range of sources to ask and answer questions about a period of time ➤ Select and record information relevant to study 	<ul style="list-style-type: none"> ➤ Use a range of sources to build up a picture of a past event, time period or significant person. ➤ Begin to use the internet for research 	<ul style="list-style-type: none"> ➤ Begin to identify primary and secondary sources and select relevant sections of information ➤ Use the internet for research with increasing confidence 	<ul style="list-style-type: none"> ➤ Use a range of primary and secondary sources to find out about an aspect of the past ➤ Bring knowledge gathered from several sources together in a fluent account taking bias into consideration
Organisation and communication	<ul style="list-style-type: none"> ➤ Through characteristics of effective learning: -Playing and exploring -Thinking critically- asking questions, commenting 	<ul style="list-style-type: none"> ➤ Recall historical information through: ➤ Discussion ➤ Drawing pictures 	<ul style="list-style-type: none"> ➤ Recall historical information through: ➤ Drama/role play ➤ Making models ➤ Writing 	<ul style="list-style-type: none"> ➤ Recall historical information through: ➤ Discussions ➤ Debates ➤ Writing ➤ Presentations 	<ul style="list-style-type: none"> ➤ Select and organise historical information through: ➤ Discussions ➤ Debates ➤ Writing ➤ Presentations 	<ul style="list-style-type: none"> ➤ Select and organise historical information through: ➤ structured work: written explanations, PowerPoint presentations 	<ul style="list-style-type: none"> ➤ Select and organise historical information making appropriate use of dates and terms through: ➤ Structured written work