



History

National Curriculum 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.

St James' Intent

All children will leave St James with an understanding of the important changes in Britain from the Stone Age to the present day, as well as an understanding of world history. They will have used a range of engaging sources, visitors and trips to explore key people from a range of backgrounds and cultures as well as studying important events.

All children will have had the opportunity to present their own work in a range of ways as well as develop their communication skills to discuss and question.

Children will begin a chronological understanding of time events and people in KS1 and then build on this in KS2 by comparing and contrasting different time periods and considering the impact of historical events on how we live today.



History Progression of Knowledge and Skills



By the end of EYFS:

EYFS 2021

ELG – Past and Present

To talk about the lives of the people around them and their roles in society.

To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

To understand the past through settings, characters and events encountered in books read in class and storytelling.

Historical Enquiry – using evidence / communicating ideas

Show an interest in books, artefacts, people and photos and ask questions about the past

Talk about what they can see in photos and artefacts

Know that information can be retrieved from books and computers

Explain knowledge about an event

To use words that relate to time (*e.g. yesterday, tomorrow, before, now*)

To identify events that have happened. (the past)

To identify events that are going to happen (the future)

Historical Enquiry – interpretations of history

Explore stories and photos and artefacts

Chronological awareness

Begin to organise events using basic chronology, recognizing that things have happened before they were born

Retell stories that help children develop an understanding of the past and present

To order 2 or 3 key events from their lives

Knowledge and understanding of significant aspects of history of wider world

Talk about experiences that are familiar and how these may have been different in the past

Historical concept – continuity and change

Look closely at similarities, difference, patterns and change

Historical concept – cause and consequence

Discuss the reasons that things happen in a story

Historical concept – similarity and difference

Know about similarities and differences between themselves and others and among families, communities and traditions

To observe that people in the past lived differently (*e.g. my mum didn't have an iPad when she was my age*)

To compare how people lived in the past

Historical concept – significance

Recognise special times for family and friends

To name and describe people familiar to them.

Autumn Topic - Into the Woods

Concepts

People -

Guy Fawkes

Events and dates:

Gun Power Plot

Vocabulary

House of parliament, Tower of London

Spring Topic – Space

Concepts

Identifying significant others from the past

People -

Chris Hadfield

Mae Jamison

Neil Armstrong

Tim Peake

Events and dates

Moon Landing

Summer Topic – A Bug's Life

Concepts

People

Events and dates

Vocabulary

Autumn Term

Spring Term

Summer Term

Continuous Provision

If learning overlaps, put an asterisk in the colour of the next term.



History Progression of Knowledge and Skills



Space Shuttle Endeavour
British astronaut to walk in space
Vocabulary
Space, moon, space shuttle, explorers, famous people in space, British astronaut, past, present, now, next

By the end of KEY STAGE 1:

Historical Enquiry, Interpretation and Communication

To develop an awareness of the past, using common words and phrases relating to the passing of time.

To 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.

To be able to use a wide vocabulary of everyday historical terms.

To know and understand key features of events by asking and answering questions and using stories and sources.

To be able to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Historical Perspective, Knowledge and Chronological Understanding

To identify changes within living memory.

To know about events beyond living memory that are significant nationally or globally.

[for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

To know about 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

To compare aspects of life in different periods.

To know about significant historical events, people and places in their own locality.

YEAR 1

Historical Enquiry – using evidence / communicating ideas

Investigate and ask questions about photos, stories and artefacts

Reference stories when describing events or individuals

To ask simple questions to find out about things that have happened.

To name ways of finding out about the past.

To answer questions about things they have found out about the past.

To say how they know about the past.

To find out about important people and events using given information books and webpages.

To find out about what happened long ago, by listening to stories, playing games, using information books and ICT.

To begin to identify that they can use the Internet, information books, pictures, television programmes, other people, museums, games, monuments, festivals and buildings to find out about the past.

YEAR 2

Historical Enquiry – using evidence / communicating ideas

When using a source, ask why, what, who, where, how and when to ask questions about the past and find answers

Explain how we know about major events or the lives of significant individuals

To explain that things that may happen, but have not happened yet, as being ‘in the *future*’ e.g. *tomorrow is in the future, your next birthday etc.*

To identify that a living person, photographs, buildings, art or artefacts are a source of primary evidence.

To identify that the internet, books, and stories are secondary sources

To begin to be able to choose the best method to find out about the past e.g. an event in living memory – ask an older person, beyond living memory – use the internet, books, artefacts, pictures

To identify that some things in the past have happened beyond living memory.

To recount the information, they have found out about events that happened long ago, by listening to stories, playing games, using information books and ICT.

To use information books,

Autumn Term

Spring Term

Summer Term

Continuous Provision

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History Progression of Knowledge and Skills



Historical Enquiry – interpretations of history Understand what an archaeologist does	Historical Enquiry – interpretations of history Identify different ways in which the past is represented e.g. photos, diaries, paintings
Knowledge and understanding of significant aspects of history of Britain To name an important person or event that happened, near to where I live. To find out about important places near to where I live.	Knowledge and understanding of significant aspects of history of Britain To name and talk about an important person or event that happened, near to where I live. To say what happened and why it was important.
Knowledge and understanding of significant aspects of history of wider world Talk about the way of life of people in the past through discussions about stories	Knowledge and understanding of significant aspects of history of wider world Know that things were different in different parts of the world for the time period studied
Chronological awareness Sort objects into old and new Identify whether stories are set in the present or the past Recount changes in own life over time Use words and phrases such as recently, before, after, now, later To sort events into the past, present and future. To understand and explain the meaning of past, present and future To use appropriate vocabulary relating to time. <i>e.g. past, present, future</i> To use historical vocabulary to order events that have happened <i>e.g. first, next, secondly, then, after, later, lastly...</i> To identify significant events from their past. <i>e.g. learnt to walk, rode a bike, started school etc.</i> To recognise and identify a simple timeline To order 4 or 5 events in their lives on a simple timeline To order two or three events that happened long ago. To put some of the different types of transport on a timeline To be aware that we can plot significant events and people on a class timeline. To order significant events in their lives.	Chronological awareness Order the life experiences of a significant individual Place events in chronological order Use words and phrases such as recently, before, after, now, later Talk about how the life of someone beyond living memory was different to our lives To make a timeline about 6 -10 things that have happened to them. To begin to say where an event or person might be placed on a class timeline. To compare how things are in the present day and with how things were in the past. <i>e.g. toys we play with or clothes we wear.</i> To record things that have happened to people I know. To order things that have happened to people I know. in living memory.
Historical concept – continuity and change Develop understanding of growth and changes over time	Historical concept – continuity and change Look at the periods of history studied and explain what is different and what is similar in the way of life
Historical concept – cause and consequence Know why people did things, why events happened and what happened as a result To talk about something that happened long ago, that was important for the U.K. or the world.	Historical concept – cause and consequence Explain how the actions of a significant individual or how a major event had an impact on the world or key people To say why the events were important for the U.K. or the world.
Historical concept – similarity and difference Make observations about different types of people, events and beliefs within a society To identify things that are the same now as in the past. To begin to identify simple differences between the present and the past. <i>e.g. people used fire to keep warm, now we have radiators</i>	Historical concept – similarity and difference Link these observations to identify which are similar and which are different To identify and discuss differences between the past and present To make comparisons between the past and the present <i>e.g. stories my grandparent may have read/stories I read</i>

Autumn Term

Spring Term

Summer Term

Continuous Provision

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History Progression of Knowledge and Skills



Historical concept – significance Talk about why someone was important To use appropriate books and webpages to find out about important people who lived a long time ago and things they did that changed the U.K. or the world. To find out about important people who are alive today, <i>e.g. who the Queen is and what she does.</i>		Historical concept – significance Write a simple historical account to show why someone was important To compare two important people from different times. <i>e.g. Queen Elizabeth I and Queen Elizabeth II</i> To recount important things that famous people have done in the past and why those things were important. <i>e.g. Mary Seacole improved nursing</i>	
Year B	Autumn Topic - Into the Woods Concepts People Events and dates Vocabulary	Spring Topic – Space Concepts <i>Exploration and Invention</i> People Neil Armstrong Tim Peake Bessie Coleman Amy Johnson women in science (NASA)? Events and dates First aeroplane flight? 1969 Neil Armstrong moon landing Vocabulary Explorer, voyage, significant, recent, commemorate	Summer Topic – A Bug’s Life Concepts <i>Conflict and disaster</i> People Events and dates Vocabulary
	Autumn Topic – <i>local history study ‘Royal’ Tunbridge Wells</i> Concepts <i>Community and culture, Hierarchy and power</i> People Events and dates Vocabulary King, Queen, royal,		
Year A		Spring Topic - Concepts People Events and dates Vocabulary	Summer Topic Concepts <i>Conflict and disaster</i> People Events and dates Vocabulary



History Progression of Knowledge and Skills



By the end of Key Stage 2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. History 190 In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Year 5/6
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.

YEAR 3	YEAR 4
Historical Enquiry – using evidence / communicating ideas Explore how historians have found out the periods studied Reference evidence when talking about a past event or period Suggest which sources of evidence can be used to answer questions. Explain why the chosen source is the best to find specific information To use dates and terms to describe events. To use evidence to ask questions and find answers to questions about the past.	Historical Enquiry – using evidence / communicating ideas Talk about what is important in a historical account Be able to explain how historians have reached opinions about the past. Recognise and explain the difference between primary and secondary sources Construct informed responses by selecting and organising relevant historical information
Historical Enquiry – interpretations of history Identify the differences within contrasting versions of the same event To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Historical Enquiry – interpretations of history Understand that different versions of the past may exist, giving reasons for this Explain why it is sometimes difficult to know the truth To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.



History Progression of Knowledge and Skills



Knowledge and understanding of significant aspects of history of Britain To understand how historical events have impacted on the local area e.g. 1066, local castles	Knowledge and understanding of significant aspects of history of Britain To give a broad overview of life in Britain from ancient until medieval times.
Knowledge and understanding of significant aspects of history of wider world Identify notable features of ancient civilisations e.g. social, ethnic, cultural or religious diversity.	Knowledge and understanding of significant aspects of history of wider world Describe the significant aspects of ancient civilisations in terms of settlement, ways of life, trade, achievements, beliefs and hierarchy To compare some of the times studied with those of other areas of interest around the world.
Chronological Awareness Read and understand timelines Understand that the past can be divided into periods Place the periods studied on a timeline Use terms such as ancient and modern	Chronological Awareness Sequence historical periods Place any significant events from the period studied correctly on a timeline Use dates and terms such as AD, BD, CE, BCE , century, millennium and decade and apply them correctly to the periods studied
Historical concept – continuity and change For the periods studied, identify elements of change and elements of continuity	Historical concept – continuity and change Make links between main events, situations and changes within and across different periods/societies
Historical concept – cause and consequence Describe the impact of a major event, referencing the cause Identify the cause of change e.g. developments in technology	Historical concept – cause and consequence Explain relationships between cause and consequence using diagrams e.g. a causation diagram or table to explain causes of Roman invasion of Britain. Summarise consequences of an event
Historical concept – similarity and difference Identify similarities and differences between ways of life at different times	Historical concept – similarity and difference Describe social, cultural, religious and ethnic diversity in Britain and the wider world
Historical concept – significance Identify historically significant people and events in situations	Historical concept – significance Use sources to identify the significance of events for the local area or the wider world



History Progression of Knowledge and Skills



Year B	<p>Autumn Topic – River and Rainforest *Geography focus*</p>	<p>Spring Topic – Roman Invasion!</p> <p>Concepts <i>Community and culture, hierarchy and power</i></p> <p>People Julius Caesar, Claudius, Hadrian, Boudicca</p> <p>Events and dates -Celts before Romans 55 BC – first raid on Britain by Julius Caesar 54 BC – second raid on Britain by Julius Caesar AD 43 – successful raid on Britain by Claudius AD 60 – Boudicca’s rebellion AD 122 – Hadrian’s Wall built</p> <p>Vocabulary Invasion, emperor, empire, Celts, Romans, legacy, Iceni, conflict, Villa Britannia, Legion, Centurian,</p>	<p>Summer Topic – Knight School</p> <p>Concepts <i>Conflict and disaster, Exploration and Invention, Hierarchy and power</i></p> <p>People William the Conqueror Henry II</p> <p>Events and dates 1066 Battle of Hastings Dover castle built 1154 Anglo-Saxons Vikings Normans</p> <p>Vocabulary Invasion, conflict, monarchy, peasantry, Monarchy, conquest, Domes Day book, Bayeux tapestry, census, moat, settlement, society, hierarchy</p>
Year A	<p>Autumn Topic – *Geography focus*??</p>	<p>Spring Topic – Changes in Britain from the Stone Age to the Iron Age</p> <p>Concepts <i>Community and culture, exploration and invention</i></p> <p>People</p> <p>Events and dates</p> <p>Vocabulary Prehistoric, tools, flint, bronze, alloy, iron, earth-work, Palaeolithic, Mesolithic, Neolithic, druids, Celts, tribe, trade,</p>	<p>Summer Topic - The Great Greek Adventure (Geog with 3 or 4 weeks about legacy.)</p> <p>Concepts <i>Community and culture</i></p> <p>People</p> <p>Events and dates</p> <p>Vocabulary Legacy, culture, democracy</p>

Autumn Term

Spring Term

Summer Term

Continuous Provision

If learning overlaps, put an asterisk in the colour of the next term.



History Progression of Knowledge and Skills



YEAR 5	YEAR 6
Historical Enquiry – using evidence / communicating ideas Explain how and why the techniques used by historians have changed and developed over time Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference Select the most appropriate source of evidence and use them to answer enquiries <ul style="list-style-type: none"> To seek out and analyse a wide range of evidence in order to justify claims about the past. To use dates and terms accurately in describing events 	Historical Enquiry – using evidence / communicating ideas Evaluate the usefulness and accuracy of primary and secondary sources and understand that no single source of evidence gives the full answer to questions about the past. Construct and investigate historically valid questions about significance Pursue historically valid enquiries including some they have framed Create relevant, structured and evidentially supported accounts To debunk popular myths and misconceptions about the past using sources of evidence <ul style="list-style-type: none"> To refine lines of enquiry as appropriate.
Historical Enquiry – interpretations of history Discern how and why contrasting arguments and interpretations of the past have been constructed	Historical Enquiry – interpretations of history Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways <ul style="list-style-type: none"> To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. To show how bias effects peoples' understanding of the past
Knowledge and understanding of significant aspects of history of wider world Explain the significant aspects of ancient civilisations <ul style="list-style-type: none"> To compare some of the times studied with those of the other areas of interest around the world. To describe the social, ethnic, cultural or religious diversity of past society. 	Knowledge and understanding of significant aspects of history of wider world Analyse the significant aspects of ancient civilisations OR The legacy of ancient civilisations <ul style="list-style-type: none"> To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Chronological Awareness Use timelines to sequence local, national and international events and all periods studied Identify changes within the historical periods studied Use conceptual vocabulary such as change, continuity, sequence, duration, period, chronology Explain the features of different periods studied <ul style="list-style-type: none"> To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line 	Chronological Awareness Use timelines to demonstrate changes and developments in culture, technology, religion and society Note connections, contrasts and trends over time Compare the features of different periods studied Establish clear narratives within and across periods studied
Historical concept – continuity and change Identify and explain trends over time	Historical concept – continuity and change Reflect on whether change or continuity best characterise comparisons of the periods of history studied <ul style="list-style-type: none"> To identify periods of rapid change in history and contrast them with times of relatively little change.



History Progression of Knowledge and Skills



Historical concept – cause and consequence Explain how causes interrelate to cause an event or situation Classify the causes into types or groups e.g. military or economic		Historical concept – cause and consequence Select and combine information that might be deemed a cause and shape it into a coherent causal explanation Analyse the reasons for, and results of, historical events, situations and changes Analyse contrasting judgements about the impact of particular events	
Historical concept – similarity and difference Explain the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies		Historical concept – similarity and difference Analyse the reasons for the diverse experiences of different societies and produce a historical account	
Historical concept – significance Form opinions about the extent of the significance of actions/events. Explain why similar events differ in social memories and some gain greater prominence Justify opinions with evidence		Historical concept – significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Analyse the significance of past achievements in terms of their impact on today's society	
Year B	Autumn Topic – Beside the Sea (coastal erosion) *Geography focus*	Spring Topic – Crime and Punishment Concepts Continuity and change, Historical enquiry – using evidence, communicating ideas, People Guy Fawkes Robin Hood Queen Victoria Events and dates Middle ages 14 th Century 1688-1820 (Bloody Code) 18 th Century 1815 Vocabulary Car crime, cyber crime, race, drugs, transportation, reform, poaching, smuggling, industrialisation, poverty, urbanisation, capital punishment. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 + local history study	Summer Topic – TBC Britain's settlement by Anglo-Saxons and Scots Concepts <i>Conflict and disaster, Community and culture, exploration and invention</i> People Events and dates Vocabulary

Autumn Term

Spring Term

Summer Term

Continuous Provision

If learning overlaps, put an asterisk in the colour of the next term.



History Progression of Knowledge and Skills



Year A	<p>Autumn Topic – Ancient Egypt (move to Year B?)</p> <p>Concepts <i>Community and culture, hierarchy and power</i></p> <p>People</p> <p>Events and dates</p> <p>Vocabulary Trade, Civilization, culture, monarchy, peasantry</p>	<p>Spring Topic – Anglo-Saxons and Vikings</p> <p>Concepts <i>Conflict and disaster, exploration and invention, hierarchy and power, community and culture</i></p> <p>People</p> <p>Events and dates</p> <p>Vocabulary Invasion, conflict,</p>	<p>Summer Topic – Mexico and the Maya</p> <p>Concepts <i>Community and culture, exploration and invention</i></p> <p>People</p> <p>Events and dates</p> <p>Vocabulary Civilization, culture,</p> <p>A non-European society that provides contrast with British History – one study chosen from</p> <ul style="list-style-type: none"> • early Islamic civilization, incl. a study of Baghdad c. AD 900 • Mayan civilization c. AD 900 • Benin (West Africa) c. AD 900-1300
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary vocabulary	Yesterday Tomorrow Before Now	First Next Secondly Then After Later Lastly		Dates Time period Change	Era chronology	century decade millenia tradition	chronology continuity legacy. Bias & propaganda
Community and culture vocabulary	Architecture, art, civilization, communication, economy, inspiration, myth, nation, religion, settlement, story, trade, ritual, custom, ceremony, monument, believer, tradition						
Conflict and disaster vocabulary	Conquest, liberation, occupation, military, peace, plague, surrender, treaty, war, border, frontier, diplomacy						
Exploration and invention vocabulary	Discovery, migration, navigation, progress, tools, voyage, commemorate,						
Hierarchy and power vocabulary	Country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, prejudice, slavery, poverty, protection, tyranny, kingdom, authority, dynasty, ancestor, inheritance						

Spring Term Year B