

Curriculum Overview: Progression in History

	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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. Some should be used to compare aspects of life in different periods 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 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 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 a local history study 	

Curriculum Overview: Progression in History

Focused Enquiries	Topic:	Topic:	Topic	Topic
	<p>Grandma's attic Develop a sense of the past and chronology. Using photographs and recollections of the older generations to explore history within living memory and just beyond via the following studies;</p> <ul style="list-style-type: none"> • Toys of the past • Homes of the past • Schools of the past • Clothes of the past • Entertainment of the past <p>Explorers and pirates Develop a sense of the past beyond living memory.</p> <ul style="list-style-type: none"> • Famous pirates incl female pirates • Recount stories of the past. • How and why people acted as they did and how this influences today. • Chronology of ships/sailing • Compare and contrast with modern day. 	<p>My Home is My Castle</p> <ul style="list-style-type: none"> • Norman conquest • Features/ structure of castles. • Inhabitants • Inequality and unrest. • Changes in Tower of London's uses • History of Bedford castle <p>The Great Fire of London</p> <ul style="list-style-type: none"> • Compare/contrast London today - 1666 • The story of the Great Fire of London. • Pepys' as a source of evidence and empathy • Reasoning/causation • Change post fire • Evaluating historical sources <p>Seasides of the Past</p> <ul style="list-style-type: none"> • Features/vocabulary of traditional seaside hols • Photographs as history clues. • Chronology • Steam trains and the Victorian era • Changes to life over the last hundred years. 	<p>The Wild West European settlement of America Native Americans Homesteaders and cowboys</p> <p>Searchlights and Sirens</p> <ul style="list-style-type: none"> • Britain since 1930 • What and where was WW2 • The Blitz • Evacuation – causes and experiences • Rationing – reasoning and impact • How the war affected everyday lives • Jewish children <p>Captain Caveman</p> <ul style="list-style-type: none"> • Changes in Britain from the stoneage to ironage • Neolithic hunters – Skara Brae • Bronze Age – Stonehenge • Iron age hill forts and art <p>Mayan civilisation</p> <ul style="list-style-type: none"> • When and where did Mayan civilisation develop • Religion • Writings and calendar • How historians find out about the past <p>British History Heroes</p> <ul style="list-style-type: none"> • William Wilberforce – abolition of slavery • Elizabeth Fry – condition of prisons • Lord Shaftesbury – conditions for the poor • Florence Nightingale – nursing • Emmeline Pankhurst – universal suffrage • Winston Churchill – WW2 • How to select, record and present historical information 	<p>Crime and Punishment (Local Study)</p> <ul style="list-style-type: none"> • Roman period. • Anglo-Saxon and Viking period. • Medieval and Tudor periods. • Early modern period. • Victorian period. • Comparison to today. • Local study – Bedford gaol records John Bunyan John Howard (link to LKS2 Elizabeth Fry) <p>Egyptians</p> <ul style="list-style-type: none"> • Ancient Egyptian timeline. • Society • Pharaohs. • Gods and goddesses • Pyramids • Inventions and achievements of the ancient Egyptians. <p>Tudors</p> <ul style="list-style-type: none"> • Tudor timeline. • Wealth and poverty in Tudor times. • Tudor buildings • Lives of everyday people; comparison of rich and poor • Illnesses, diseases and cures • Explorers; Sir Francis Drake <p>Monarchs</p> <ul style="list-style-type: none"> • Timeline of British monarchs, emphasising family connections. • William the Conqueror (link to Ks1 castles) • Queen Elizabeth I.

Curriculum Overview: Progression in History

			<p>Romans</p> <ul style="list-style-type: none"> • Foundation by Romulus and Remus • Building an empire • Society structure • Daily life (and research techniques) • Entertainment • Gods, goddesses and religion • Pompeii (link to geog – volcanoes) <p>UK Village Settlements</p> <ul style="list-style-type: none"> • Early settlers and the origins of place names. • Identify settlements and reasons for their original siting. • How settlements are connected. 	<p>The role of women</p> <ul style="list-style-type: none"> • Role of women in society from ancient times to the Renaissance. • Women's roles in the 17th, 18th and 19th centuries. • Women's suffrage movement (link to LKS2) • The role of women -First World War. • 1950s. • 2nd wave feminism -1960s and 1970s. • Evaluate the changing rights of women and consider gender equality <p>Ancient Greece</p> <ul style="list-style-type: none"> • Ancient Greece timeline • Monarchy, oligarchy and democracy. • Compare and contrast the two city states of Athens and Sparta. • Using primary and secondary sources – daily life • Gods, goddesses and religious beliefs. • Ancient Greek scholars and philosophers. • How modern life has been influenced by the ancient Greeks. <p>Vikings and Anglo-Saxons</p> <ul style="list-style-type: none"> • Britain before the first Viking invasions. • Viking invasions of Britain. • Viking settlement of Britain and how this affected the Anglo Saxons. • 'Alfred the Great'. • Life for Vikings living in Britain. • How and when England became a unified country. • End of the Anglo-Saxon and Viking era
--	--	--	---	--

Curriculum Overview: Progression in History

	Year 1/2	Year 3/4	Year 5/6
Chronology	<p>For instance:</p> <p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p>	<p>For instance:</p> <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time-line</p> <p>Use correct terminology to describe events in the past</p>	<p>For instance:</p> <p>As Year 3/4, and</p> <p>Use greater depth and range of knowledge</p>
Historical Terms	<p>For instance:</p> <p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</p>	<p>For instance:</p> <p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p>For instance:</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>
Historical Enquiry	<p>For instance:</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>For instance:</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>For instance:</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>

Curriculum Overview: Progression in History

	Year 1/2	Year 3/4	Year 5/6
Interpreting History	<p>For instance</p> <p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>For instance</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>For instance</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>
Continuity and Change	<p>For instance</p> <p>Discuss change and continuity in an aspect of life, e.g. holidays</p>	<p>For instance:</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p>	<p>For instance:</p> <p>As Year 3/4, and</p> <p>Use a greater depth of historical knowledge</p>
Causes and Consequences	<p>For instance:</p> <p>Recognise why people did things</p> <p>Recognise why some events happened</p> <p>Recognise what happened as a result of people's actions or events</p>	<p>For instance:</p> <p>Identify and give reasons for historical events, situations and changes</p> <p>Identify some of the results of historical events, situations and changes</p>	<p>For instance:</p> <p>Begin to offer explanations about why people in the past acted as they did</p>
Similarities / Differences	<p>For instance:</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives</p>	<p>For instance:</p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>For instance:</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>
Significance	<p>For instance:</p> <p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</p>	<p>For instance:</p> <p>Identify and begin to describe historically significant people and events in situations</p>	<p>For instance:</p> <p>Give reasons why some events, people or developments are seen as more significant than others</p>