



Progression Documents

History

Curriculum Overview:

At Spalding St Paul's Primary School, we want all of our children to be **PROUD** of all their achievements and successes across all curriculum subjects.

Our curriculum enables children to achieve their own **PERSONAL EXCELLENCE** through a well-tailored programme designed for all to access.

Our curriculum is designed for children to show **RESPECT** for what they are learning, themselves, others, beliefs and the world around them.

Our curriculum gives children a range of **OPPORTUNITIES** to develop their knowledge, skills and understanding.

Our curriculum is **UNIQUELY** designed to incorporate our diverse school, our community and the world we live in.

Our curriculum enables children to **DISCOVER** key skills and knowledge to help them become lifelong learners.

Intent	Implementation	Impact
<p>Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into the national curriculum and which statements from the 2020 Development Matters are prerequisite skills for history within the National Curriculum.</p> <p>KS1 and KS2: In KS1 and KS2 the history curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that '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.'</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our history curriculum has been mapped out using our Key Concepts.</p> <p>When covering each of these strands, the content will be carefully organised by each year group through our subject overview.</p> <p>Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks.</p> <p>History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p>	<p>The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS history is taught as part of 'Understanding of the World' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, history is taught as a discreet subject, every week, every other term to allow time to embed skills in the subject.</p> <p>All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.</p> <p>Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.</p>	<p>Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice.</p> <p>Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups.</p> <p>Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more.</p> <p>Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps.</p> <p>Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.</p>

Breadth of study

Breadth of Study EYFS:

Three and Four Year-Olds	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present <ul style="list-style-type: none"> • Talk about the lives of 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.

Breadth of study Key Stage 1:

Pupils should be taught about:

- 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. Examples could be scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Significant historical events, people and places in their own locality

Breadth of study Key Stage 2:

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 – Ancient Egypt – an overview of where and when the first civilizations appeared and a depth study of one of the following:
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British History – the Mayan civilization

Key Concepts

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.	This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.	This concept involves using historical vocabulary and techniques to convey information about the past.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures and stories to find out about the past.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: Why an event happened? What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest consequences of some of the main events and changes in history.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
Build an overview of world history	<p>Describe historical events.</p> <p>Describe significant people from the past.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Give an overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe some of the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>
Understand chronology	<p>Recount changes that have occurred in their own lives.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>
Communicate historically	<p>Show an understanding of the concept of nation and a nation's history.</p>	<p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Use literacy, numeracy and computing skills in order to communicate information about the past.</p>	<p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use literacy, numeracy and computing skills to an high standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p> <p>Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p>	<p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use a range of ways to present information and ideas.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p>

Historical Timeline	<p>Events in 21st century Events from the past centuries Significant individuals from the past to compare life in different periods Historical event people and places in their locality</p> <p>Significant People 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]</p>		<p>History of the Local Area A Local History study</p>	<p>BRITISH HISTORY SINCE 1066 British Heroes Study an aspect/theme in British History that extends pupils chronological knowledge beyond 1066.</p>	<p>BRITISH HISTORY SINCE 1066 Tudors Study an aspect/theme in British History that extends pupils chronological knowledge beyond 1066.</p>	<p>BRITISH HISTORY SINCE 1066 World War II Study an aspect/theme in British History that extends pupils chronological knowledge beyond 1066.</p>
	<p>Childhood then and Now Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>Kings, Queens & Leaders The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Seaside Holidays in the past Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p>The great Fire of London 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]</p> <p>Explorers 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]</p> <p>Travel then and now Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Stone age to Iron age: Changes in Britain from the Stone Age to the Iron age.</p> <p>EARLY CIVILIZATIONS Early Civilizations The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p>	<p>INVADERS & SETTLERS Invaders and Settlers: Celts and Romans Roman empire and its impact on Britain</p> <p>EARLY CIVILIZATIONS The Egyptians 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>INVADERS & SETTLERS Settlers: Anglo Saxon & Scotts Britain's settlement by Anglo-Saxon and Scots</p> <p>EARLY CIVILIZATIONS Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>INVADERS & SETTLERS Invaders and Settlers: Vikings and Anglo Saxons The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>EARLY CIVILIZATIONS Mayan Civilization. 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>

HISTORY OVERVIEW

	Autumn	Spring	Summer
EYFS	Dinosaurs Guy Fawkes (Festival)		
Year 1	Childhood Past and Present <i>Changes in Living memory</i>	Kings, Queens and Leaders <i>Events beyond living memory</i> <i>Changes in Living memory</i> <i>Lives of significant individuals</i>	Seaside Holidays in the past <i>Changes in Living memory</i>
Year 2	Great fire of London / Bonfire night <i>Events beyond living memory</i> <i>Lives of significant individuals</i>	Great Explorers <i>Events beyond living memory</i> <i>Lives of significant individuals</i>	Travel then and now <i>Events beyond living memory</i> <i>Lives of significant individuals</i>
Year 3	Local History Study A local history study	Stone age and iron age Changes in Britain from the Stone Age to the Iron Age	Early Civilization Earliest civilizations
Year 4	British Heroes A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066	Invaders and Settlers: Celts and Romans the Roman Empire and its impact on Britain	The Egyptians 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
Year 5	Tudors A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066	Settlers: Anglo Saxon & Scotts Britain's settlement by Anglo-Saxons and Scots	Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world
Year 6	World War I World War II A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066	Invaders and Settlers: Vikings and Anglo-Saxons the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Mayan Civilization. <i>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.</i>