



Curriculum Progression Overview for History



<p>This should be used alongside the EYFS Long Term Plan which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.</p>			
EYFS Area for History	Key skills/knowledge – What do you want children to know by the end of EYFS (Intent)	How we teach it – Topics / curricular goals (implementation)	Early Learning Goal – Where children will be by the end, the ELGs achieved (impact)
<p>Understanding the world.</p> <p>Literacy.</p> <p>Communication and language.</p> <p>PSED (sense of self).</p>	<p>Be aware of and talk about their own history and that of their parents/grandparents</p> <p>Look at pictures and artefacts to begin to explore the past</p> <p>Understand that things happened a long time ago</p> <p>Use words such as yesterday, a long time ago, old,</p>	<p>During our adventures and journeys topic we look at transport through history and how it has changed</p> <p>Topic focus ‘Who am I?’ – how they have changed from baby to now</p>	<p>Past and present.</p> <p>People, culture and communities.</p> <p>Comprehension.</p> <p>Writing.</p>
<p>KS1 Breadth of study</p>	<p>Look at:</p> <ul style="list-style-type: none"> • The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements – 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 • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated through the year • Significant historical events, people and places in their own locality 		
<p>KS2 Breadth of Study</p>	<ul style="list-style-type: none"> • 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 • A local history study • A study of a theme in British history • The achievements of early civilizations and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty • Ancient Greece • A non-European society that contrasts with British history chosen from: <ul style="list-style-type: none"> ○ Early Islamic Civilization ○ Mayan Civilization ○ Benin 		



Curriculum Progression Overview for History



Years 1 & 2	Autumn Castles (Year A) Fire, Fire (Year B)	Spring Back to the Future (Year A) Bright Lights, Big City (Year B)	Summer Land Ahoy! (Year A) Tribal Tales (Year B)
CONTENT	<p>Battle of Hastings – significant historical events, people and places from the past</p> <p>Guy Fawkes – Lives of significant individuals (year 2)</p> <p>Colchester Castle – significant historical places in our locality</p> <p>Great fire of London – significant historical events, people and places from the past</p> <p>Guy Fawkes – Lives of significant individuals (year 2)</p> <p>Changes to London landmarks</p>	<p>Brunel, Amelia Earhart – lives of significant individuals</p> <p>Changes in toys and transport – key events from the past (Victorian times)</p> <p>History of farming and machinery</p>	<p>Key events from the past that are significant nationally and globally</p> <p>Christopher Columbus & Neil Armstrong – lives of significant individuals</p>
OBJECTIVES (knowledge)	<ul style="list-style-type: none"> • Identify some of the different ways the past has been represented. • Recognise that there are reasons why people in the past acted as they did. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace. • Describe historical events • Place events and artefacts in order on a time line and label with words or phrases such as: past, present • Use dates where appropriate • Show an understanding of the concept of nation and a nation's history. <p style="text-align: center;"><i>(chronology focus)</i></p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Place events and artefacts in order on a time line and label with words or phrases such as: older and newer • Recount changes that have occurred in their own lives <p style="text-align: center;"><i>(evidence focus)</i></p>	<ul style="list-style-type: none"> • Describe historical events • Place events and artefacts in order on a time line and label with words or phrases such as: past, present • Use dates where appropriate • Show an understanding of the concept of nation and a nation's history. <p style="text-align: center;"><i>(change & continuity focus)</i></p>



Curriculum Progression Overview for History



Years 3 & 4	Autumn Ancient Civilisations (Year A) Invasions (Year B)	Spring Tomorrow's World (Year A) Blue Planet (Year B)	Summer Survival (Year A) Magnificent Monarchs (Year B)
CONTENT	<p>The Roman Empire and its impact on Britain – local history</p> <p>The achievements of early civilisations – in depth study of Ancient Egypt</p> <p>Britain's settlements by Anglo Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<p>Light touch history of changes in world – significant historical events</p> <p>Light touch history of changes in world – significant historical events</p>	<p>Stone age to Iron age – changes to settlements in Britain</p> <p>Changes throughout history (3 Queens – Elizabeth I, Victoria, Elizabeth II)</p> <p>Light touch on school changes during those periods of history</p>
OBJECTIVES (knowledge)	<ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates • Use dates and terms to describe events • Give a broad overview of life in Britain • Compare some of the times studied with those of other areas of interest around the world <p>All terms:</p> <ul style="list-style-type: none"> • use literacy, numeracy and computing skills to a good standard in order to communicate information about the past • Use historical vocab 	<ul style="list-style-type: none"> • Understand the concept of change over time. 	<ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe changes that have happened in the locality of the school throughout history • Use appropriate historical vocab. To communicate including: dates, time period, era, change, chronology. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Compare some of the times studied with those of other areas of interest around the world. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time.



Curriculum Progression Overview for History



Years 5 & 6	Autumn Hola Mexico! (Year A) Britain through the decades (Year B)	Spring Marvellous Muggles and Harry Potter (Year A) Reach for the stars (Year B)	Summer A place I call home (Year A) Kingdoms – people and animals (Year B)
CONTENT	<p>Non-European society that contrasts with British history – Mayan civilization Remembrance: All Hallows Eve/All Saints Day Religious significance of Day of the Dead</p> <p>A theme in British History (Decades from 1920s-present with in depth WWII)</p>	<p style="text-align: center;">Evidence about the past interpretation</p> <p style="text-align: center;">Significant historical events</p>	<p style="text-align: center;">Local history Significant historical places and people – displacement and refugees</p> <p style="text-align: center;">Significant historical places and people</p>
OBJECTIVES (knowledge)	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use sources of evidence to deduce info about the past. • Select suitable sources giving reasons for choices. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Use dates and terms accurately in describing events. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use appropriate historical vocab. to communicate including dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain & some major events from the rest of the World • Use sources of information to form testable hypotheses about the past. • Identify continuity & change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world • Refine lines of enquiry as appropriate <p>All terms:</p> <ul style="list-style-type: none"> • Use appropriate historical vocab • Use literacy numeracy and computing skills to an exceptional standard in order to communicate information about the past • Use original ways to present information and ideas
WHOLE SCHOOL	<ul style="list-style-type: none"> • Significant Historical events as they arise e.g.. School's 200th anniversary, VE days, and changes in lifestyle in 75 years or 100 years since end of wars. • Time travel week in Autumn Term 		



Curriculum Progression Overview for History

