



'Roots to Grow and Wings to Fly'

Curriculum Progression Document

History



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Curriculum Intent

Intent - Our aim is for all children have a basic understanding of key periods in history and to learn to ask questions about why things have happened in the past and the impact of those events.

This vision is achieved by:

- An exciting and relevant curriculum to the children's age and stage of education
- A curriculum that builds on an understanding of chronology/key periods
- A curriculum that promotes children's curiosity and a desire to ask questions
- A curriculum that develops an appreciation of the influences of the past
- A link where possible to local history (particularly in key stage two)
- The increasing ability to compare and contrast across periods of time or people.

History in The Early Years Foundation Stage

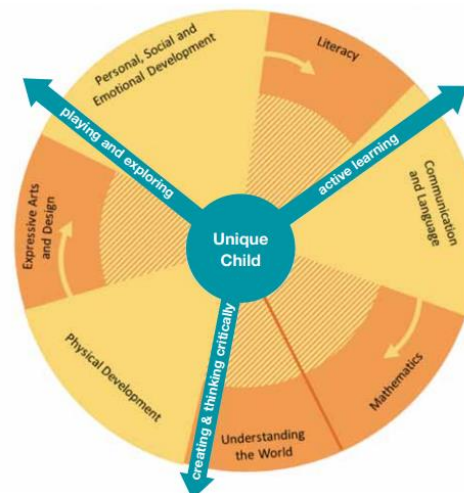
Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The following link to the teaching and learning of history in our EYFS:

ELG: Understanding the World - 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.

KS1 YEAR C (2022-23)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Early Learning Goal
THEME	Over the hills and far away	Lest we forget	From Crewkerne to the rainforest	Sweet like Chocolate	Reduce, Reuse, Recycle	Pyramids, Mummies and Tombs	
Past and Present	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know about figures from the past (George V)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services / search and rescue exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services / search and rescue)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling (John Cadbury)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (David Attenborough)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Pyramids in Egypt)</p>	<p>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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

History and the National Curriculum: Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- 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].
- Significant historical events, people and places in their own locality.

History and the National Curriculum: Key Stage Two

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.

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.
- 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.

Whole School Programme of Study

The history curriculum is designed around the national curriculum. The periods of history taught and specific events and people chosen were deliberate. They were chosen because they are felt to offer:

- An exciting and relevant curriculum to the children's age and stage of education
- A link where possible to local history
- A sense of chronology and the ability to link to other events happening at the same time nationally or internationally as well as to see the impact or legacy of what events happened prior to the period they are studying
- a good range of historical knowledge (knowing a lot about events and people in history)
- progressive with regard to historical skills (knowing how to find out about the past and how to interrogate sources)
- the increasing ability to compare and contrast across periods of time or people.

Our history curriculum is designed so that children in Crewkerne will carry out an in depth **local study** every other year. This links back to our intent that children feel proud of their heritage and legacy of events that happened here. Children will develop a good knowledge of key places and people in their local areas from the past, and develop an increasingly sophisticated understanding of how historians find out about the past using a range of source

KS1 YEAR C (2022-23)	AUTUMN 2	SPRING 2	SUMMER 2
THEME	Lest we forget	Sweet like Chocolate	Pyramids, Mummies and Tombs
KS1	War and remembrance <i>What are we remembering on Remembrance Day?</i>	Food <i>How has food changed over the last 100 years?</i>	Ancient Egypt <i>How did they build the pyramids? Who was Harold Carter?</i>
KS2	WW2 <i>What was life like during World War II?</i>	Ancient Civilisation <i>Who were the Mayans and what were their major achievements?</i>	Ancient Egypt <i>What can we find out about ancient Egypt from what has survived?</i>

KS1 YEAR D (2023-24)	AUTUMN 2	SPRING 2	SUMMER 2
THEME	Invaders and Raiders	Crewkerne through the ages	Going for gold
KS1	Land ahoy <i>What are pirates?</i>	How have homes in Crewkerne changed over time?	Ancient Greece <i>Why do we have the Olympics?</i>
KS2	Vikings and Saxons <i>Were the Vikings vicious or victorious?</i>	How has Crewkerne changed in the last 200 years?	Ancient Greece <i>Who were the Ancient Greeks and what is their legacy today?</i>

KS1 YEAR A (2024-25)	AUTUMN 2	SPRING 2	SUMMER 2
THEME	Battle, Blitz and Victory	Heroes and Heroines	On the March!
KS1	Conflict What was it like to be a child in war?	Kings and queens Who is the greatest king or queen?	Travel and transport <i>How has transport changed over time?</i>
KS2	WW2 How significant were The Battle of Britain and The Blitz during the Second World War?	British History Heroes Who is the greatest British History Hero?	The Roman Empire and its impact on Britain <i>What did the Romans ever do for us?</i>

KS1 YEAR B (2025-26)	AUTUMN 2	SPRING 2	SUMMER 2
THEME	Intrepid Explorers	Fossil Hunting	Local History Topic
KS1	Great Explorers <i>Who are the greatest explorers?</i>	Why do we call it the Jurassic Coast? Who was Mary Anning?	Weaving industry
KS2	Who do you think is the most famous polar explorers? (Ernest Shackleton, Edmund Hillary, Robert Falcon Scott)	Changes in Britain from Stone Age to Iron Age <i>What was life like in Prehistoric Britain?</i>	

History National Curriculum Coverage

KS1

	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.	Significant historical events, people and places in their own locality
<i>Year C = What are we remembering on Remembrance Day?</i>				
<i>Year C = How has food changed over the last 100 years?</i>				
<i>Year C = How did they build the pyramids? Who was Harold Carter?</i>				
<i>Year D = What are pirates?</i>				
<i>Year D = How have homes in Crewkerne changed over time?</i>				
<i>Year D = Why do we have the Olympics?</i>				
<i>Year A = What was it like to be a child in war?</i>				
<i>Year A = Who is the greatest king or queen?</i>				
<i>Year A = How has transport changed over time?</i>				
<i>Year B = Who are the greatest explorers?</i>				
<i>Year B = Why do we call it the Jurassic Coast? Who was Mary Anning?</i>				

History National Curriculum Coverage

KS2

	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 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
Year C: WW2									
Year C: Mayans									
Year C: Ancient Egypt									
Year D: Ancient Greece									
Year D: Crewkerne History									
Year D: Vikings and Saxons									
Year A: WW2									
Year A: British History Heroes									
Year A: The Roman Empire									
Year B: Explorers									
Year B: Stone age to iron age									

Reasoning Behind our History Curriculum

STAGE	TOPIC	WE TEACH THIS BECAUSE ...	BUILD ON LEARNING ...	FUTURE LEARNING ...	LINKS TO ST BARTS SCHOOL LIFE ...
KS1	War and remembrance <i>What are we remembering on Remembrance Day?</i>	Remembrance Day has relevance to the children and is an important anniversary we mark at school, locally and also nationally. Children learn the significance of why we mark this date annually of a significant event in history. It develops learning by the children in EYFS about why we wear poppies and is built on in LKS2 through the study of WW2.	Learning begins to move beyond what is more local to the children with an introduction to a significant British event.	Provides foundations for KS2 learning about WW2, in Years 3-6.	Christian Values: Respect / Compassion / Courage / Forgiveness St Bartholomew's Church: Visit to the war memorials Royal British Legion: Opportunity for key member of Legion to talk to the children.
KS1	Food <i>How has food changed over the last 100 years?</i>	In this unit the children will look at how our experience of food has changed over the last 100 years. They will explore changes in our tastes, in the availability of food, and how different factors have affected these.	EYFS: Know some similarities and differences between things in the past and now,	KS2: How has Crewkerne changed in the last 200 years?	Christian Values: Respect / Compassion / Courage

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			drawing on their experiences and what has been read in class		
KS1	Ancient Egypt How did they build the pyramids? Who was Harold Carter?	Recognise the significance of individuals’ impact on the world. Discuss the validity of evidence. Make comparisons and draw simple conclusions.	EYFS: Talk about the lives of the people around them and their roles in society	KS2: <i>What can we find out about ancient Egypt from what has survived?</i>	<i>Christian Values:</i> Respect / Compassion / Courage
KS1	Land ahoy <i>What are pirates?</i>	Recognise the significance of individuals’ impact on the world. Discuss the validity of evidence. Make comparisons and draw simple conclusions.	EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	KS2: Vikings and Saxons <i>Were the Vikings vicious or victorious?</i>	<i>Christian Values:</i> Respect / Forgiveness / trust
KS1	How have homes in Crewkerne changed over time?	In this unit the children will look at how our homes have changed over the last 100 years.	EYFS: Talk about the lives of the people around them and their roles in society	KS2: How has Crewkerne changed in the last 200 years?	<i>Christian Values:</i> Respect / Compassion / Courage
KS1	Ancient Greece <i>Why do we have the Olympics?</i>	Recognise the significance of individuals’ impact on the world. Discuss the validity of evidence. Make comparisons and draw simple conclusions.	EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	KS2: <i>Who were the Ancient Greeks and what is their legacy today?</i>	<i>Christian Values:</i> Respect / Compassion / Courage

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KS1	Conflict What was it like to be a child in war?	Recognise the significance of individuals’ impact on the world. Discuss the validity of evidence. Make comparisons and draw simple conclusions.	Learning begins to move beyond what is more local to the children with an introduction to a significant British event.	Provides foundations for KS2 learning about WW2, in Years 3-6.	Christian Values: Respect / Compassion / Courage / Forgiveness St Bartholomew’s Church: Visit to the war memorials Royal British Legion: Opportunity for key member of Legion to talk to the children.
KS1	Kings and queens Who is the greatest king or queen?	Richard III, Queen Victoria and Queen Elizabeth II are all significant monarchs who have contributed to our nations’ achievements. This topic provides opportunities for comparison with modern life; enabling children to begin developing their historical skills of similarity and difference. It also explores what a monarch is and the qualities needed to be a good monarch. It provides the foundations and background for future understanding of British history chronology in LKS2.	Learning about significant people.	It provides the foundations and background for future understanding of British history chronology in LKS2.	Christian Values: Respect / Aspiration / Hope Royal British Legion: Role of the monarchy to the armed forces
KS1	Travel and transport <i>How has transport changed over time?</i>	Yeovil has strong affiliation and connection with air travel. They make helicopters for the armed forces. During this topic, the children will explore how travel has developed over time. Starting with the Viking long boats, to the history of cars to flight. This topic enables children to study the lives of significant individuals who contributed to national and international achievements. Knowledge of changes in transport supports learning in LKS2 about further British significant individuals, in the topic ‘Who is the greatest British History Hero?’			Christian Values: Hope / Respect / Aspiration
KS1	Great Explorers <i>Who are the greatest explorers?</i>	Crewkerne has a strong history of textile factories, which specialised in sail cloth. These sails were used for many expeditions and also, we are led to believe that Crewkerne supplied some of the sails for Nelson’s “Victory”. Children will learn about significant figures who had local, national and international impacts which enables children to see how widespread the		Using chronology to make comparisons across and between different time periods in KS2.	Christian Values: Respect / Compassion / Courage / Hope / Aspiration

		<p>impact of history can be. There are opportunities are available for comparisons of different time periods, which provides children with contextual knowledge and understanding.</p> <p>It builds on local history elements studied previously in KS1 and supports future learning which moves beyond the locality and also looks at the concept of empire. It also supports further understanding of cold environments in KS2 through the study of Shackleton’s Expedition.</p>		<p>KS2 topics build on the concept of empire which is introduced in this topic</p> <p>It also supports further understanding of cold environments in KS2 through the study of Shackleton’s Expedition</p>	
KS2	<p>WW2</p> <p><i>What was life like during World War II?</i></p>	<p>It builds on the concept of conflict which was introduced in KS1 through a study of Remembrance and children learn about one of the most significant events in the history of Britain and its Empire.</p> <p>It develops learning about war and conflict from KS1 and feeds in to a LKS2 topic covering WW2 battles and a UKS2 topic about changes made in Britain and to its empire after WW2.</p>	KS1 War and remembrance	<p>KS2 <i>How significant were The Battle of Britain and The Blitz during the Second World War?</i></p>	<p>Christian Values: Respect / Compassion / Courage / Forgiveness</p> <p>St Bartholomew’s Church: Visit to the war memorials</p> <p>Royal British Legion:</p> <p>Opportunity for key member of Legion to talk to the children.</p>
KS2	<p>Ancient Civilisation</p> <p><i>Who were the Mayans</i></p> <p><i>and what were their major achievements?</i></p>	<p>Having already learned about other ancient civilisations, the Ancient Maya provide a startling contrast with many of these groups in terms of beliefs, architecture and society. It enables children to apply the conceptual understanding and skills they have gained so far in their primary history.</p> <p>It is a comparative topic (as outlined in NC), so builds on prior knowledge already acquired in KS2 by the children. This unit provides children with the opportunity to use all of their evaluative and comparative skills and conceptual understanding that has been gained so far.</p>	<p>Learning about ancient civilisations –Ancient Egypt and Ancient Greece.</p>	<p>Into KS3: Enables children to use their chronological knowledge to compare ancient civilisations. Having already learned about other ancient civilisations, the Ancient Maya provide a contrast with many of these groups in terms of</p>	<p>Christian Values: <i>Respect / Courage / Compassion</i></p>

				beliefs, architecture and society.	
KS2	Ancient Egypt <i>What can we find out about ancient Egypt from what has survived?</i>	It provides excellent opportunities for comparisons and contrasts with the prehistoric civilisations already studied and helps to embed the ideas of early achievements. Having already learnt about the Stone to Iron Ages in LKS2, this topic provides opportunities for comparisons between concurrent civilisations around the world and their advancements and achievements.	Learning about ancient civilisations Ancient Greece & Mayans	Into KS3: Enables children to use their chronological knowledge to compare ancient civilisations. Having already learned about other ancient civilisations, the Ancient Maya provide a contrast with many of these groups in terms of beliefs, architecture and society.	Christian Values: <i>Respect / Courage / Compassion</i>
KS2	Vikings and Saxons <i>Were the Vikings vicious or victorious?</i>	Children continue to learn how Britain's history developed after the Romans. Children continue to learn how Britain's history developed after the Romans and provides interesting contrasts with Roman achievements and national impact. Valuable contrasts can be made between the idea of the Roman Empire and Viking raiding and settling. In LKS2, children studied The Romans and this topic enables them to develop their chronological understanding of the history of Britain.	Travel and transport <i>How has transport changed over time?</i> Chronologically, this period follows on from Prehistoric Britain and Roman Britain.	Into KS3: Enables children to use their chronological knowledge to compare ancient civilisations. Having already learned about other ancient civilisations, the Ancient Maya provide a contrast with many of these groups in terms of beliefs, architecture and society.	Christian Values: <i>Respect / Courage / Compassion</i>
KS2	Ancient Greece <i>Who were the Ancient Greeks and what is their legacy today?</i>	It enables the children to develop their understanding of the concepts of legacy and achievements and although they existed before the Romans, comparisons and contrasts can be made. Children develop their understanding of ancient history	<i>Who is the greatest king or queen?</i>	Ancient Egypt <i>What can we find out about ancient Egypt from what has survived?</i>	Christian Values: <i>Respect / Compassion / Courage / Forgiveness</i>

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				<i>The Mayans. This is a comparative topic so builds on previous learning and provides contrasts with already studied ancient civilisations.</i>	
KS2	WW2 How significant were The Battle of Britain and The Blitz during the Second World War?	Children continue to develop their understanding of the concept of invasion and conflict and develop their knowledge of WW2 following their work in LKS2. They now look in more detail at invasions and battles and how this can change the course of conflict. In LKS2, children studied the Home Front during the war and this topic enables them to study the war on a different front.	KS1 War and remembrance	Into KS3: Children continue to learn about the impact of conflict in WW2 on Britain. This topic enables children to continue developing their understanding of the British Empire and how one of the most significant events in British history impacted on a nation.	Christian Values: Respect / Compassion / Courage / Forgiveness St Bartholomew's Church: Visit to the war memorials Royal British Legion: Opportunity for key member of Legion to talk to the children.
KS2	British History Heroes Who is the greatest British History Hero?	Children will be taken back in time to explore the lives and achievements of some of the people who we now consider to be ‘British history heroes. Children will explore the impact that the following people have had on our modern-day world: William Wilberforce, Elizabeth Fry, Florence Nightingale, Emmeline Pankhurst and Winston Churchill. Children are encouraged to review evidence and give their own opinions of these people and their work.	Kings and queens <i>Who is the greatest king or queen?</i> Great Explorers <i>Who are the greatest explorers?</i>	<i>How significant were The Battle of Britain and The Blitz during the Second World War?</i>	Christian Values: Respect / Compassion / Trust / Forgiveness / Hope / Courage
KS2	The Roman Empire and its impact on Britain <i>What did the Romans ever do for us?</i>	Children continue to develop their understanding of the concepts of empire, achievements and conflict and children can trace the developments of Britain under the Romans and the continuities and achievements that occurred. Chronologically, it follows on from the Iron Age so consolidates chronological understanding and leads in to study of the Anglo-Saxons and Vikings.	Chronologically, this period follows on from Prehistoric Britain.	The Anglo-Saxons and Vikings.	Christian Values: Respect / Compassion / Courage / Forgiveness

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	<p>Changes in Britain from Stone Age to Iron Age</p> <p><i>What was life like in Prehistoric Britain</i></p>	<p>As this is the start of human history, it makes chronological sense to begin here in LKS2 and young children are fascinated by the lifestyles, unique animals and reproducible cave paintings so it is a very accessible topic.</p> <p>It provides the chronological foundations for successive topics.</p>	<p>Children now expand their chronological knowledge by moving on to look at BC times.</p>	<p>The Romans.</p> <p>Provides the chronological KS2 foundations for learning about British history.</p>	<p>Christian Values:</p> <p><i>Respect / Courage / Compassion</i></p>
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Historical Vocabulary

KS1 OVERARCHING HISTORICAL VOCABULARY	YEAR C SPECIFIC VOCABULARY			YEAR D SPECIFIC VOCABULARY		
Century Chronological order Timeline Living memory Memories Fact Opinion Source Significant Enquire/Enquiry Impact Research Evidence Expert Recent Lifetime Achievement Era Civilisation Local National International Compare Contrast Artefact	War and remembrance Remembrance Armistice Symbol Respect War Battle World War One Trenches / Soldiers Poppy Hero	Food over the last 100 years Past Present Seasonal Ration Shortage Fishmongers Butchers Bakers Supermarket Online shopping	Ancient Egypt Egypt Archaeology/ archaeologist Past Statues Tomb Ruler Pyramids Mummy Pharaoh Hieroglyphics	Pirates Pirate Captain Explorer Discovery Steal Navigate Loot Achievement International	Crewkerne Home Materials Technology Entertainment Modern Old New Artefact Different	Ancient Greece Athlete Spectator Olympia Torch Greece Medal Stadium International Ancient

YEAR A SPECIFIC VOCABULARY			YEAR B SPECIFIC VOCABULARY		
War	Kings and queens	Travel and transport	Great Explorers	Mary Anning	Local history
Remembrance	Monarch				
Armistice	Monarchy	Victorian	Explorer		
Symbol	Royal	Engineer	Exploration		
Respect	Reign	Locomotive	Discovery		
War	Queen	Industrial	Travel		
Battle	Empress	Revolution	Voyage		
World War One	Empire	Railway	Expedition		
Trenches	Throne	Steam Engine	Mission		
Soldiers		Inventor	Journal		
Poppy		Rocket	Navigate		
Hero		Flight			

KS2 OVERARCHING HISTORICAL VOCABULARY	YEAR C SPECIFIC VOCABULARY			YEAR D SPECIFIC VOCABULARY		
<p>LKS2:</p> <p>Era/Period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) Archaeology Archaeologist Prehistory Impact Consequence Continuity Empire Invasion Conflict Legacy Cause Consequence Historian Ancient</p> <p>UKS2:</p> <p>Primary source/evidence Secondary source/evidence Reliable/reliability Eye-witness Account Ambiguous Omits Extent of change Extent of continuity</p>	<p>WW2</p> <p>World War Two Nation Leader Alliance Air Raid Treaty Evacuee/Evacuation Rationing Home Front Civilian</p>	<p>Mayans</p> <p>Maya/Mayan Architecture Sacrifice City State Hereditary Inheritance Succession Astrology Astronomy Culture Afterlife</p>	<p>Ancient Egypt</p> <p>Pharaoh Hieroglyphic Mummification Gods/Goddesses Tomb Nobles Peasants</p>	<p>Vikings and Saxons</p> <p>Archaeologist Raids Vicious Scandinavia Misconception Invasion Conquer Monarchy Monastery</p>	<p>Crewkerne</p> <p>1. Primary Source 2. Secondary Source 3. Source 4.Evidence 5.Reliable 6.Bias 7. Accuracy 8. Impact 9.Cause</p>	<p>Ancient Greece</p> <p>Legacy Culture Government Democracy Slave Athens Temple Ancient Civilisation</p>

Evaluate Bias/biased Accuracy Interpret/interpretation Aftermath						
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YEAR A SPECIFIC VOCABULARY			YEAR B SPECIFIC VOCABULARY		
WW2 World War Two Nation Leader Alliance Air Raid Treaty Evacuee/Evacuation Rationing Home Front Civilian	British History Heroes Slave Transatlantic Reformation Campaign Influence Vote Victory Lead Empire Throne	Roman Empire Emperor Republic Caesar Boudicca Revolt Londinium Dynasty Tax / taxation Levy	Great Explorers	Stone Age to Iron Age Stone Age Bronze Age Iron Age Palaeolithic Mesolithic Neolithic Hunter- gatherer Settlement Skara-Brae Hillforts Tribe Afterlife	Local history

Progression in History

	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Historical skills	*Encourage and prompt children to ask their own questions about the past.	To answer questions about my era using information I have learnt	To discuss my era showing I have understood it's key features	To answer questions about change, cause, similarity, difference and significance	To regularly address and devise historically valid questions about change, cause, similarity, difference and significance
	* Children know about similarities and differences between themselves, others, families, communities and traditions.	To know where I can find information about a person or event I am studying	To know different types of sources give me different information	To recognize a primary and secondary source of historical information	To use evidence to construct my own structured accounts to answer historical questions
			To use sources to find information about a person or event I am studying	To know that people in history might have different view of an event	To know how and why contrasting arguments and interpretations of the past have been constructed.
	*Use stories, memories and speak about the past.			To know that some sources of information about history might not be reliable	To know how our knowledge of the past is constructed from a range of sources
	* Look at their own families and immediate surroundings.	To study historical artefacts and think about what they tell me about the past	To identify which artefact is the most useful to me	To evaluate how useful a source is to find out about an event, person or time	To construct informed responses that involve thoughtful selection and organisation of relevant historical information
		To use words like true, fact and proof when discussing historical topics	To know not everything written about history is true	To understand bias and propaganda in sources	To study contrasting sources of information to identify the truth of an event, person or time
	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Chronology	* Sequence events from their own life.	To recognise features of different eras and use this to place people, transport, technology and other features studied	To know what time period the people I am studying come from	To know and understand concurrent periods and events in British and world history	To develop a chronologically secure knowledge and understanding of British and world history
	* Begin to sequence images and artefacts from different time periods.				To place events, periods, people and artefacts on a large scale time-line adding correct dates
	* Children talk about past and present events in their own lives and those of family members.	To order pictures, names artefacts and events into past and present on a timeline	To sort pictures, names artefacts and events into past and present	To place events, periods and people studied within a coherent timeline	To draw links between different eras using common themes (such as government, monarchy, progress, invention, religion) tracking change, cause, similarity and difference
		To identify similarities and differences between the time of my event or person and the present	To know some ways that the world has changed between my era and now	To know time periods/events that took place before and after the period I am studying	

‘Roots to Grow and Wings to Fly’

	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Historical themes	<p>*Topics have a focus on change within living memory, which provides children with the foundations for KS1 where learning reveals how studied themes impacted on changes in national life.</p> <p>*Children learn that people and places change over time by studying aspects of history which are familiar to them – themselves and their own, local surroundings.</p> <p>*To understand that people who lived locally are remembered for important achievements.</p>	To know how people or events I have studied are similar or different	To know why my era is significant	To know the legacy of a time period, its benefits and deficits in shaping our society	To note connections, contrasts and trends over time
				To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to draw contrasts	To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to analyse trends
		To know how my school/school area is different now to how it was in the past	To know that Britain has been shaped by its history	To know how Britain has influenced and been influenced by the wider world	To understand the connections between local, regional, national and international history
		To use words like older, newer, before, after, past and present when describing the people I have studied	To understand historical terms (century, war, peace, monarch, local history, national history, world history)	To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)	To gain and develop a historically grounded understanding of abstract terms (such as empire, civilisation, parliament and peasantry)





HISTORICAL CONCEPTS

National Curriculum aim: gain and deploy a historically grounded understanding of abstract terms and understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Cause and Consequence</p> <p>The concept of cause and consequence is used in history to identify chains of events and developments, both in the short term and in the long term. Cause and consequence aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes. In essence, cause and consequence is the ‘why’ and ‘what’ of history.</p>						
<p style="text-align: center;">Continuity and Change</p> <p>Historians recognise that over time some things stay the same, while others change. This concept is referred to as ‘continuity and change’. Examples of continuity and change can be seen across every civilisation and any given period of time. Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes</p>						
<p style="text-align: center;">Similarity and Difference</p> <p>Studying similarity and difference allows pupils to draw comparisons across people, periods, events, perspectives, motivations and actions</p>						
<p style="text-align: center;">Significance</p> <p>The concept of significance relates to the importance assigned to aspects of the past. This includes people, events, developments, discoveries, movements and historical sites. History is filled with so many important events, significant people and interesting places that we could not study all of them. Instead, we must make a judgement about which of these to study. In order to determine if a person, event, development, discovery, movement or site is historically significant, historians often ask the following questions:</p> <ul style="list-style-type: none"> • How important was this to the people who lived at that time? <ul style="list-style-type: none"> • How many people were affected? • To what degree were people’s lives affected? • How widespread and long-lasting were the effects? • Can the effects still be felt today? 						
<p style="text-align: center;">Evidence</p> <p>Evidence is the information gathered from historical sources. The concept of evidence is an essential part of historical enquiry. Evidence can come from many different sources, for example, interviews and accounts from people who lived at the time, letters, diaries, films, maps, newspapers, buildings, paintings, photographs, song lyrics, clothing, photographs, posters and cartoons.</p> <p>Evidence can be gathered from two types of sources:</p> <ul style="list-style-type: none"> • PRIMARY SOURCES: Objects / items / sources created or written at the time being investigated. • SECONDARY SOURCES: Accounts about the past that were created after the time being investigated. Historians use a range of sources in order to gain a more complete picture of the past. 						

Progression in Substantive Historical Themes / Concepts

Substantive Historical Themes / Concepts

Civilisation	Empire	Invasion and Conflict	Legacy and Achievements
Trade / Cultural Difference / Social Change / Industry / Settlement	Monarchy / Travel / Exploration / Migration / Settlement	Rebellion / Monarchy / Cultural Difference / Social Change	Exploration / Cultural Difference / Social Change
			

Disciplinary Historical Themes / Concepts

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance

	<u>KS1</u>	<u>KS2</u>
Civilisation	<p>Food How has food changed over the last 100 years? Life during a period which provides contrasts to the modern day.</p> <p>History of Crewkerne How have homes in Crewkerne changed over time? Life during a period which provides contrasts to the modern day.</p> <p>Kings and queens Who is the greatest king or queen? Life during a period which provides contrasts to the modern day.</p> <p>Travel and transport How has transport changed over time? The contribution of significant historical figures to advancements for civilisation and how inventions changed the world.</p> <p>Great Explorers Who are the greatest explorers? An awareness of how time has changed civilisation and the advancements that have been made.</p>	<p>Ancient Civilisation Who were the Mayans and what were their major achievements? Comparison with other civilisations and studying how and why this civilisation fell into decline.</p> <p>Ancient Egypt What can we find out about ancient Egypt from what has survived? Studying how an ancient civilisation lived and how/why it ended.</p> <p>History of Crewkerne How has Crewkerne changed in the last 200 years? Studying how our local society has changed</p> <p>Changes in Britain from Stone Age to Iron Age What was life like in Prehistoric Britain? Studying how people lived and how/why advancements have been made.</p> <p>WW2 What was life like during World War II? The impact of war on society.</p> <p>The Roman Empire and its impact on Britain What did the Romans ever do for us? Roman life in Britain</p> <p>Vikings and Saxons Were the Vikings vicious or victorious? The way of life for Anglo- Saxons and how this compares with other studied civilisations.</p>

	<u>KS1</u>	<u>KS2</u>
Empire	<p>Kings and queens Who is the greatest king or queen? Introduction to the term 'empire' with coverage of Queen Victoria being and empress.</p> <p>Great Explorers Who are the greatest explorers? This topic helps to establish national identity in the growth of Britain as an empire and why it became so significant.</p>	<p>Ancient Civilisation Who were the Mayans and what were their major achievements? The fall of the Mayan Empire</p> <p>Ancient Greece Who were the Ancient Greeks and what is their legacy today? Study the fall of the Greek empire.</p> <p>The Roman Empire and its impact on Britain What did the Romans ever do for us? The fall of the Roman Empire.</p> <p>WW2 What was life like during World War II? The role of the British Empire in World War Two.</p> <p>WW2 How significant were The Battle of Britain and The Blitz during the Second World War? Study the impact of these significant events on the British Empire.</p>

	<u>KS1</u>	<u>KS2</u>
Invasion and Conflict	<p>War and remembrance <i>What are we remembering on Remembrance Day?</i> <i>Children begin to develop an awareness that their locality, nation and the world have experienced conflict.</i></p> <p>Land ahoy <i>What are pirates?</i> <i>Children begin to develop an awareness how different parts of the world have experienced conflict.</i></p> <p>Conflict <i>What was it like to be a child in war?</i> <i>Children begin to develop an awareness that their locality, nation and the world have experienced conflict.</i></p>	<p>WW2 <i>What was life like during World War II?</i> <i>Learning covers the reasons why a nation may declare war and how this impacts on society.</i></p> <p>Vikings and Saxons <i>Were the Vikings vicious or victorious?</i> <i>Viking raiding and settling.</i></p> <p>WW2 How significant were The Battle of Britain and The Blitz during the Second World War? <i>Britain’s involvement in World War Two and how war impacts on a nation in its aftermath.</i></p> <p>The Roman Empire and its impact on Britain <i>What did the Romans ever do for us?</i> <i>When and why did the Romans invade Britain?</i></p>

	<u>KS1</u>	<u>KS2</u>
Legacy and Achievements	<p>Ancient Egypt How did they build the pyramids? Who was Harold Carter? <i>The achievements of significant individuals in terms of local, national and international impact.</i></p> <p>War and remembrance What are we remembering on Remembrance Day? <i>An awareness of this day as being a legacy of the First World War.</i></p> <p>Travel and transport How has transport changed over time? <i>Learning about the legacy and achievements of significant historical figures and how inventions changed the world.</i></p> <p>Great Explorers Who are the greatest explorers? <i>The achievements of significant individuals in terms of local, national and international impact. Also provides valuable opportunities for comparisons between the achievements made by both men and women</i></p> <p>Jurassic History Why do we call it the Jurassic Coast? Who was Mary Anning? <i>The achievements of significant individuals in terms of local, national and international impact.</i></p>	<p>Ancient Civilisation <i>Who were the Mayans and what were their major achievements? Including beliefs, architecture and society.</i></p> <p>Ancient Egypt <i>What can we find out about ancient Egypt from what has survived? Achievements of the earliest civilisations.</i></p> <p>Ancient Greece <i>Who were the Ancient Greeks and what is their legacy today? Achievements and legacy of the Ancient Greeks.</i></p> <p>British History Heroes Who is the greatest British History Hero? <i>The legacy and achievements of key British figures</i></p> <p>The Roman Empire and its impact on Britain What did the Romans ever do for us? <i>Achievements and legacy of the Romans in Britain.</i></p> <p>Explorers Who do you think is the most famous polar explorers? (Ernest Shackleton, Edmund Hillary, Robert Falcon Scott) <i>The legacy and achievements of key British figures</i></p> <p>Changes in Britain from Stone Age to Iron Age What was life like in Prehistoric Britain? <i>Achievements of the earliest civilisations.</i></p>

What will History look like in the classroom?

- * Placing of the History being studied in the chronological context of previous learning, using a classroom timeline.
- * Lesson starter activity and low stakes quizzing – reviewing previous learning and consolidation of knowledge and skills through starter activities.
- * Specify key vocabulary to be used and its meaning.
- * Conduct historical enquiry using a variety of sources and / or artefacts.
- * Research, investigation and interpretation of findings.
- * Children will communicate their historical knowledge and understanding appropriately.
- * Children evaluate their learning and compare with other historical periods studied (as appropriate).
- * Display materials and timelines to support and enhance learning.
- * Appropriately challenging texts will be available to develop wider understanding.

Reading in History

Reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in history through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- The ability to think, reflect, debate, discuss and evaluate the past.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources

Assessment

- *We assess pupils as we observe them during lessons and when teachers mark their work.
- *History skills and learning can be enhanced through effective verbal and written questions.
- * Staff use the rising stars progression framework to support assessment judgements.

SEN

It is important for teachers to plan work in history which facilitates high expectations, matches children's needs and helps them to make progress.

Teachers implement and develop strategies to support SEN pupils whilst supporting inclusion in history. Teachers plan for appropriate pace and use a range of kinaesthetic /multi-sensory tools to promote enjoyment and progress.

Knowledge and skills can be developed in small steps through analogies, drama and practical activities. Paired and group work in history is widely used and can foster interpersonal and communication skills. Carefully matched work suited to the child's own needs and range of learning can promote confidence and stimulate an interest in future learning, leading to a better understanding of the world around them.

The history subject leader monitors samples of children's work across the school and conducts regular work scrutinies (book looks). Furthermore, in KS2 their pupil voice is taken into consideration to help teachers to plan an effective and inspiring curriculum.

Monitoring and review

Monitoring of the standards of work and the quality of teaching in History is the responsibility of the subject leader.

The work of the subject leader also includes supporting colleagues in the teaching of History, updating staff on current developments in the subject and providing lead and direction for the subject in the school.

Observations of teaching, planning and work scrutiny take place over the course of the year in order to maintain and continue to raise standards.