



St. George's

Church of England Primary School



History Curriculum

Our History Intent

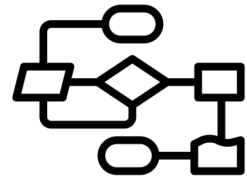
To think like a historian ...



St. George's History scheme of work aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Our history scheme of work encourages:

- A strong focus on building an awareness of significant events and individuals.
- Critical thinking, with the ability to ask perceptive questions and analyse primary sources.
- A strong understanding of chronology and how different periods connect.
- A deep interest and knowledge of pupils' local and national history and how it differs from other civilisations around the world.
- A growing understanding of historical terms and



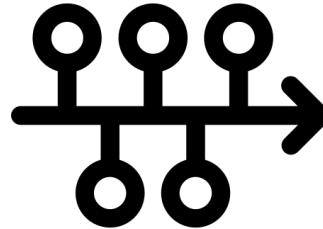
Our scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.

History Knowledge and Skills

Our scheme of work has a clear progression of skills and knowledge within the following concepts for History in the National Curriculum. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Chronological understanding

Children will develop their awareness of where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in and identifying connections, contrasts and trends over time.



Historical knowledge

The units studied follow a spiral curriculum model where previous skills and knowledge are returned to and built upon. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.



Historical enquiry

Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions. Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry.



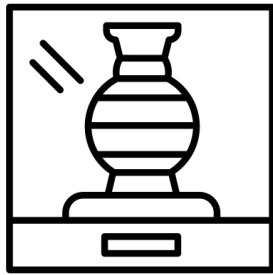
Sources of evidence and interpretations

Children will have opportunities to learn how historians analyse the past and make judgements. They will develop and use their own historical skill set and create their own historical enquiries to study using both primary and secondary sources.



History Knowledge and Skills

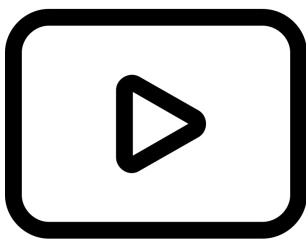
We have designed our scheme of work so that it is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning.



Enrichment

Throughout the scheme of work, curriculum enrichment experiences have been purposefully planned. These provide children with the necessary cultural capital for life in the modern world.

Each unit provides opportunities for children to have further enrichment throughout their time at St. George's. This takes the form of educational visits to local historical sites and the nearby Birmingham Museum and Art Gallery, themed days, visitors to school, online workshops and an inter-school quiz in Year 6. Further enrichment takes place in weeks focused on Black History Month, Remembrance week and when significant national events occur such as jubilees or anniversaries.



Subject Knowledge

Strong subject knowledge is vital for staff to deliver our highly effective and robust History curriculum. Each unit of lessons is supplemented with multiple teacher videos to develop subject knowledge and support CPD. Every effort has been made to ensure that teachers feel supported to deliver lessons of a high standard that ensure pupil progression.

History Knowledge and Skills

Our scheme of work ensures pupils are ready to study History at Key Stage 3 with a range of skills and knowledge.

We hope children develop a curiosity and inspiration to be historians and for them to appreciate the many reasons why people may behave in the way they do, supporting them to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

Knowledge Retrieval

The History Scheme of Work enables material to be presented clearly, allowing discussion about what is being taught. Teacher's check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback using the teaching and learning strategy. In doing so, teaching is adaptive to pupils' needs.

The scheme of work has been designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. This is reflected in lessons with knowledge retrieval questions where prior knowledge will be needed in the learning studied.



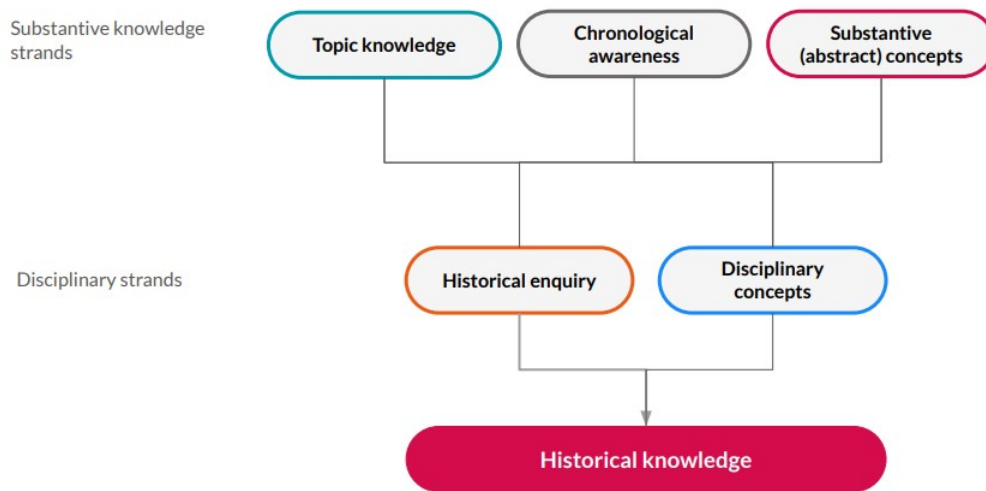
Assessment

Assessment is ongoing through each unit within the scheme of work. Retrieval questions enable children to recall knowledge from their long term memory so that it can be integrated into new learning. The use of multiple choice questions enables children to rapidly recall knowledge with low cognitive overload. To assess progress, a quiz is completed at the end of the unit and then repeated half a term later to ensure the key skills and knowledge (non-negotiables) are embedded. This enables teachers to assess, if children have met the curriculum attainment targets. These non-negotiables are highlighted further on in this handbook.



History Knowledge and Skills Progression

The History Progression of skills and knowledge gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others.



Click here to view the progression

Our National curriculum mapping document shows the National curriculum attainment targets that pupils work towards in our units of work, identifying which unit gives coverage of each target.

National Curriculum across Kapow Primary's units - Year 1

National curriculum History subject content Pupils should be taught about:	How am I making history?	How have toys changed?	How have explorers changed the world?
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.	✓		

Click here to view the National Curriculum Mapping

History Overview

	Autumn	Spring	Summer
R	<p>Peek into the Past</p> <p>Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.</p> <p>Adventures through time</p> <p>Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.</p>		

History Overview

	Autumn	Spring	Summer
1	<p>How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p>	<p>How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>	<p>How have explorers changed the world?</p> <p>Learning about explorers and why these are significant, creating a timeline and discussing how these significant people could be remembered.</p>
2	<p>How was school different in the past?</p> <p>Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>	<p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>	<p>What is a monarch?</p> <p>Children will find out the role of a monarch, compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They will also study different types of castles and consider how these evolved over time.</p>

History Overview

	Autumn	Spring	Summer
3	<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <p>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.</p>	<p>How different were the beliefs in Ancient Egypt?</p> <p>Learning about who the Ancient Egyptians were and what they believed in and how historians find out about them.</p>	<p>How have children's lives changed?</p> <p>Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p>
4	<p>Why did the Romans settle in Britain?</p> <p>Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.</p>	<p>How hard was it to invade and settle in Britain?</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>	<p>Were the Vikings raiders, traders or settlers?</p> <p>Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p>

History Overview

	Autumn	Spring	Summer
5	<p>What was life like in Tudor England?</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>	<p>What did the Greeks ever do for us?</p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>	<p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <p>Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p>
6	<p>What does the census tell us about our local area?</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</p>	<p>What was the impact of World War 2 on the people of Britain?</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>	<p>The Sikh Empire (Transition unit in preparation for KS3)</p> <p>Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.</p>

Year Reception Milestones

	Autumn	Spring	Summer
R	<p>Peek into the Past</p> <ul style="list-style-type: none"> ⇒ To describe changes over time. ⇒ To sort photographs from past and present. ⇒ To begin to recognise the order events happen in. <ul style="list-style-type: none"> ⇒ To identify toys from the past. ⇒ To compare pictures from the past and present <p><u>Vocabulary</u></p> <p>adult a long time ago baby change child different grown history historian new now old past present teenager then toddler order photograph similar</p>		
	<p>Adventures through time</p> <ul style="list-style-type: none"> ⇒ To begin to understand the concept of generations. <ul style="list-style-type: none"> ⇒ To recognise special achievements. ⇒ To recognise some special items associated with kings and queens. ⇒ To understand that the environment around us changes as time passes. ⇒ To compare modes of transport of the past with the present. <p><u>Vocabulary</u></p> <p>a long time ago change transport king queen object history historian new now old past present then order photograph similar special achievement event</p>		

Year 1 Milestones

	Autumn	Spring	Summer
Knowledge and Skills	<p>How am I making history?</p> <ul style="list-style-type: none"> ⇒ To identify personal chronology ⇒ To find out about my own history ⇒ To find out about how we remember events. ⇒ To find out what childhood was like for our parents and grandparents ⇒ To compare childhood now and childhood in the past ⇒ To identify some things that change and some things that stay the same 	<p>How have toys changed?</p> <ul style="list-style-type: none"> ⇒ To discuss a favourite toy ⇒ To find out what toys our parents and grandparents played with ⇒ To investigate what toys were like up to 100 years ago ⇒ To compare toys from the past with modern day toys ⇒ To investigate how teddy bears have changed over time ⇒ To explain how toys have changed over time 	<p>How have explorers changed the world?</p> <ul style="list-style-type: none"> ⇒ To explain what an explorer is ⇒ To recognise the achievements of different explorers ⇒ To record events on a timeline ⇒ To use photographs to find out about the past ⇒ To recognise changes and similarities of time ⇒ To describe the significance of some people and events within history
Vocabulary	<p>celebrate celebration change childhood different event family future grandparent lifetime living memory memory now present past remember significant similar time capsule timeline</p>	<p>artefact century decade different evidence modern source special</p>	<p>achievement beyond living memory discovery equipment event exploration explorer historical significance living memory North Pole past present resilience solo timeline transport voyage yacht</p>

Year 2 Milestones

	Autumn	Spring	Summer
Knowledge and Skills	<p>How was school different in the past?</p> <ul style="list-style-type: none"> ⇒ To find out how schools have changed over time ⇒ To investigate what school was like in the past. ⇒ To investigate what schools were like in the 1900s ⇒ To compare a modern classroom with a classroom 100 years ago ⇒ To compare three periods of time ⇒ To explain a personal response to history using evidence 	<p>How did we learn to fly?</p> <ul style="list-style-type: none"> ⇒ To find out about the Wright Brothers ⇒ To explain why a significant event was important ⇒ To identify the impact of the first flight ⇒ To use primary sources ⇒ To investigate why we remember the moon landing ⇒ To place events on a timeline 	<p>What is a monarch?</p> <ul style="list-style-type: none"> ⇒ To describe what a monarch is ⇒ To explain why coronations take place ⇒ To explain how William the Conqueror became King of England ⇒ To identify how William the Conqueror built castles while ruling England ⇒ To identify features of a castle that would be effective when defending against attacks ⇒ To suggest what a monarch was like in the past
Vocabulary	<p>different decade present similar modern living memory evidence source beyond living memory</p>	<p>beyond living memory decade evidence eyewitness historically significant living memory past present primary source</p>	<p>absolute monarchy Anglo-Saxon attack battle Bayeux Tapestry constitutional monarchy conquer coronation defend Edward the Confessor government Harold Godwinson, Earl of Wessex Harald Hardrada Head of State Invade keep</p>

Year 3 Milestones

	Autumn	Spring	Summer
Knowledge and Skills	<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <ul style="list-style-type: none"> ⇒ To recognise prehistory was a long time ago ⇒ To use archaeological evidence to learn about prehistoric houses ⇒ To use archaeological evidence to investigate the Bronze Age. ⇒ To explain how Bronze transformed prehistoric life ⇒ To explain the importance of trade during the Iron Age ⇒ To compare settlements in the Neolithic and Iron Age 	<p>How different were the beliefs in Ancient Egypt?</p> <ul style="list-style-type: none"> ⇒ To know when and where the Ancient Egyptians lived ⇒ To explain the importance of Egyptian gods and goddesses ⇒ To evaluate the challenges of building an Egyptian pyramid ⇒ To explain how and why the Egyptians mummified people ⇒ To make inferences about Egyptian beliefs, using primary sources ⇒ To evaluate significant ancient Egyptian beliefs 	<p>How have children's lives changed?</p> <ul style="list-style-type: none"> ⇒ To identify how children's lives have changed using a range of sources ⇒ To explain why children worked in Tudor times and what the conditions were like ⇒ To explain the kind of jobs Victorian children had and their conditions ⇒ To explain how Lord Shaftesbury changed children's lives ⇒ To explain how and why children's leisure time has changed ⇒ To explain which diseases children caught and how they were treated
Vocabulary	<p>Stone Age Bronze Age Iron Age BC AD prehistory period Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence Amesbury Archer Stonehenge artefacts flint similarities Differences</p>	<p>afterlife Book of the Dead civilisation historically significant immortal mummification preserve Ra River Nile sarcophagus</p>	<p>continuity change chronological order primary source secondary source working conditions Factory Acts Parliament government ragged schools poverty bill reform</p>

Year 4 Milestones

	Autumn	Spring	Summer
Knowledge and Skills	<p>Why did the Romans settle in Britain?</p> <ul style="list-style-type: none"> ⇒ To explain why the Romans invaded Britain ⇒ To create a visual representation of Boudicca ⇒ To explain how Roman soldiers were equipped for war ⇒ To explain Roman army battle formations ⇒ To make inferences about life in Roman times ⇒ To identify the Roman legacy in Britain 	<p>How hard was it to invade and settle in Britain?</p> <ul style="list-style-type: none"> ⇒ To explain why the Anglo-Saxons invaded Britain ⇒ To identify the features of Anglo Saxon settlements . ⇒ To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life ⇒ To explain how Anglo-Saxons converted to Christianity ⇒ To create an interpretation of Alfred the Great ⇒ To explain how Anglo-Saxon rule ended. 	<p>Were the Vikings raiders, traders or settlers?</p> <ul style="list-style-type: none"> ⇒ To explain when and why the Vikings came to Britain. ⇒ To evaluate the validity of a source ⇒ To explore the features of Viking longboats ⇒ To examine why trading was important to the Vikings ⇒ To extract and interpret information from many sources ⇒ To extract and interpret information from many sources
Vocabulary	<p>Boudicca empire inference invasion legacy Romans settler</p>	<p>Angles Britons convert empire inference invasion Kingdom missionary paganism Pope Romans Saxons settlement settlers Vikings</p>	<p>Anglo-Saxon Chronicle balanced bias cause consequence Danelaw event longboat one-sided perspective Viking</p>

Year 5 Milestones

	Autumn	Spring	Summer
Knowledge and Skills	<p>What was life like in Tudor England?</p> <ul style="list-style-type: none"> ⇒ To use different types of evidence to interpret the character of Henry VIII ⇒ To make deductions about Anne Boleyn from a range of sources ⇒ To explain why Henry VIII had many wives ⇒ To extract evidence from sources about the Royal Progresses of Elizabeth I. ⇒ To reconstruct and Royal Progress. ⇒ To make deductions about the people of Tudor England using inventories ⇒ To create a realistic inventory for a person living in Tudor times 	<p>What did the Greeks do for us?</p> <ul style="list-style-type: none"> ⇒ To explain where and when the Ancient Greeks lived ⇒ To explain the importance of Greek gods ⇒ To identify similarities and differences between Athens and Sparta ⇒ To explain how Athenian democracy worked ⇒ To explain the importance of the Ancient Greek philosophers ⇒ To identify and explain the achievements of the Ancient Greeks 	<p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <ul style="list-style-type: none"> ⇒ To recognise when and where the Ancient Maya lived ⇒ To evaluate the challenges of settling in the rainforest ⇒ To compare and contrast Anglo-Saxon and Maya houses ⇒ To explain the importance of Maya gods and goddesses ⇒ To design a map of a Maya city ⇒ To evaluate the reasons for the decline of the Maya cities.
Vocabulary	<p>Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant interpretation primary source secondary source bias Anne Boleyn Catherine of Aragon Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir propaganda historical deductions</p>	<p>assembly constitutional monarchy democracy direct democracy ethics government period philosophy oligarchy representative democracy</p>	<p>abandon city-state Classic period creation story decline deforestation drought hieroglyphics pyramid rainforest slash and burn tropical rainforest</p>

Year 6 Milestones

	Autumn	Spring	Summer
Knowledge and Skills	<p>What does the census tell us about our local area?</p> <ul style="list-style-type: none"> ⇒ To use the census to make inferences about the past ⇒ To use the census to investigate how the lives of people in the past changed ⇒ To use primary sources to find out the working conditions of children in factories ⇒ To recreate the thoughts and feeling of Mary Bucktrout ⇒ To reconstruct the lives of people in a household using the census ⇒ To compare census returns and identify continuities and changes in a household 	<p>What was the impact of World War 2 on the people of Britain?</p> <ul style="list-style-type: none"> ⇒ To explain the causes of World War 2 ⇒ To explain how the Battle of Britain was won ⇒ To make inferences about the Blitz using images ⇒ To explain the emotions and experiences of children during the evacuation ⇒ To evaluate the accuracy and reliability of sources ⇒ To identify the impact of World War 2 on women's lives ⇒ To explain why migrants come to Britain 	<p>The Sikh Empire</p> <ul style="list-style-type: none"> ⇒ To identify how unification around the Sikh Misl Confederacy happened. ⇒ To describe the impact of Sikh beliefs on society. ⇒ To recognise the significance of Lahore as a trade centre in the Sikh Empire. ⇒ To explain the significance of Maharaja Ranjit Singh and his impact on the Sikh Empire. ⇒ To evaluate different interpretations of the Sikh Empire. ⇒ To identify the significant achievements of the Sikh Empire.
Vocabulary	<p>census condition flax mill spinner governess joiner reconstruct scholar shilling suffragette textile mill</p>	<p>accuracy air raid Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability</p>	<p>absolute power bias Maharaja Ranjit Singh Punjab society perspective Sikh Misl Confederacy political stability maritime routes cultural exchange interpretation</p>

Reception Progression of Knowledge and Skills—Non-negotiables /Assessment			
Strand	Strand/Sub-strands	Objectives	Lessons
Chronological Awareness	Chronological Awareness	To know that they started life as a baby but have since grown and changed. To know some language for talking about the passing of time and events that have already happened, even if used inaccurately Beginning to sequence events when describing them. Beginning to use common words and phrases for the passing of time.	<u>Peek into the Past</u> Lesson 1, 3, 5 <u>Adventures through time</u> Lesson 2 and 4
Substantive abstract concepts	Power (monarchy, government and empire)	To know that in fairytales kings/queens are usually important, powerful people who rule over others.	<u>Adventures through time</u> Lesson 3
	Achievements and follies of mankind.	To recognise some interests and achievements from their own lives and those of family and friends.	<u>Adventures through time</u> Lesson 2
	Invasion, settlement and migration	KS2 only	
	Civilisation (social and cultural)	KS2 only	
	Trade	KS2 only	
	Beliefs	KS2 only	
Disciplinary concepts	Change and Continuity	Be aware of changes that happen throughout the year.	<u>Peek into the Past</u> Lesson 4 <u>Adventures through time</u> Lesson 3
	Cause and consequence	Experiencing causes and effects in play.	Achieve through continuous provision.
	Similarities and Differences	Beginning to recognise similarities and differences between the past and present.	<u>Peek into the Past</u> Lesson 2 and 5 <u>Adventures through time</u> Lesson 5
	Historical significance	Recalling special people in their own lives.	<u>Adventures through time</u> Lesson 1
	Sources of evidence	Using photographs and stories to compare the past with the present day.	<u>Peek into the Past</u> <u>Adventures through time</u> Lesson 2 and 4 Lesson 5
	Historical interpretations	To begin to understand that the past can be represented in photographs and drawings.	<u>Peek into the Past</u> <u>Adventures through time</u> Lesson 2 and 4 Lesson 5
Historical enquiry	Posing historical questions	Asking questions about the differences they can see in photographs or images that represent the past.	<u>Peek into the Past</u> <u>Adventures through time</u> Lesson 2 and 4 Lesson 5
	Gathering, organising and evaluating evidence	Making simple observations about the past from photographs and images.	<u>Peek into the Past</u> <u>Adventures through time</u> Lesson 2 and 4 Lesson 5
	Interpreting findings, analysing and making connections	Making simple observations about the past from photographs and images.	<u>Peek into the Past</u> <u>Adventures through time</u> Lesson 2 and 4 Lesson 5
	Evaluating and drawing conclusions.	Deciding whether photographs or images depict the past.	<u>Peek into the Past</u> <u>Adventures through time</u> Lesson 2 and 4 Lesson 5
	Communicating findings	Communicating finding by pointing to images and using simple language to explain their thoughts.	All lessons

Year 1 Progression of Knowledge and Skills—Non-negotiables / Assessment

Strand	Strand/Sub-strands	Objectives	Lessons
Chronological Awareness	Chronological Awareness	To know a timeline shows the order events in the past happened. Sequencing three or four events in their own life. Using common words or phrases for the passing of time e.g. now, long ago, then, before.	Autumn lesson 1 and 5 Spring lesson 4 Summer lesson 3
Substantive abstract concepts	Power (monarchy, government and empire)	n/a	
	Achievements and follies of mankind.	To know some achievements and discoveries of significant individuals.	Summer lesson 2 and 6
	Invasion, settlement and migration	KS2 only	
	Civilisation (social and cultural)	KS2 only	
	Trade	KS2 only	
	Beliefs	KS2 only	
Disciplinary concepts	Change and Continuity	Describing simple changes and ideas/objects that remain the same.	Autumn lesson 6 Spring lesson 5 and 6
	Cause and consequence	Asking why things happen and beginning to explain why with support.	Autumn lesson 3 Summer lesson 2 and 6
	Similarities and Differences	Beginning to look for similarities and differences over time in their own lives.	Autumn lesson 4 and 5 Spring lesson 4 Summer lesson 5
	Historical significance	Recalling special events in their own lives.	Autumn lesson 1 and 2
	Sources of evidence	Using artefacts, photographs and visits to museums to answer simple questions about the past.	Autumn lesson 5 Spring lesson 1, 2, 3, 4 Summer lesson 4
	Historical interpretations	Beginning to identify different ways to represent the past (e.g. photos, stories).	Spring lesson 3 Summer lesson 4
Historical enquiry	Posing historical questions	Asking questions about sources of evidence (e.g. artefacts).	Autumn lesson 4, Spring lesson 3 and 5, Summer lesson 4.
	Gathering, organising and evaluating evidence	Making simple observations about the past from a source.	Autumn lesson 5 and 6, Spring lesson 2, 3, 4 and 5, Summer lesson 2, 4, 5 and 6
	Interpreting findings, analysing and making connections	Interpreting evidence by making simple deductions.	Autumn lesson 5 and 6, Spring lesson 2, 3, 4 and 5, Summer lesson 2, 4, 5 and 6
	Evaluating and drawing conclusions.	Drawing simple conclusions to answer a question.	Autumn lesson 5 and 6, Spring lesson 2, 3, 4 and 5, Summer lesson 2, 4, 5 and 6
	Communicating findings	Communicating findings through discussion and timelines with physical objects/pictures.	All lessons

Year 2 Progression of Knowledge and Skills—Non-negotiables / Assessment

Strand	Strand/Sub-strands	Objectives	Lessons
Chronological Awareness	Chronological Awareness	To know a decade in ten years.	Autumn lesson 3, 4 and 5
		Sequencing up to six photographs, focusing on the intervals between events.	Spring lesson 6 Summer lesson 3
Substantive abstract concepts	Power (monarchy, government and empire)	To begin to understand that power is exercised in different ways in different cultures, times and groups.	Summer lesson 1, 2, 3, 4 and 6.
	Achievements and follies of mankind.	To be aware of the achievements of significant individuals.	Spring lesson 1, 2, 3, 4, 5 and 6 Summer 3 and 4.
	Invasion, settlement and migration	KS2 only	
	Civilisation (social and cultural)	KS2 only	
	Trade	KS2 only	
	Beliefs	KS2 only	
Disciplinary concepts	Change and Continuity	Recognising some things which have changed/ stayed the same as the past.	Autumn lesson 1, 2, 3, ,4 and 5 Summer lesson 1, 2, and 6
	Cause and consequence	Asking questions about why people did things, why events happened and what happened as a result.	Autumn lesson 2, 3, 6 Spring lesson 5 Summer lesson 3
	Similarities and Differences	Identifying similarities and differences between ways of life at different times.	Autumn lesson 4 and 5 Spring lesson 1, 2, 3, 4, 5 and 6 Summer lesson 3, 4, 5, 6
	Historical significance	Discussing who was important in a historical event.	Spring lesson 1, 2, 3, 4 and 5. Summer lesson 2 and 3.
	Sources of evidence	Using artefacts, photographs and visits to museums to ask and answer questions about the past.	Autumn lesson 2, 3 and 6 Spring lesson 1 and 4 Summer lesson 2 and 3
	Historical interpretations	Recognising different ways in which the past is represented (including eye witness accounts).	Autumn lesson 2, 3 and 6 Spring lesson 1 and 4 (eyewitness) Summer lesson 2 and 3
Historical enquiry	Posing historical questions	Asking a range of questions about stories, events and people.	Autumn lesson 2, 3 and 6 Spring lesson 1 and 4 Summer lesson 2 and 3
	Gathering, organising and evaluating evidence	Using a source to gather evidence about the past.	Autumn lesson 2, 3 and 6 Spring lesson 1 and 4 Summer lesson 2 and 3
	Interpreting findings, analysing and making connections	Making links and connections across a unit of study	All lessons
	Evaluating and drawing conclusions.	Making simple conclusions about a question using evidence to support.	Autumn lesson 2, 3 and 6 Spring lesson 1 and 4 Summer lesson 2 and 3
	Communicating findings	Communicating answers to questions in a variety of ways, including discussion, drama and writing.	All lessons

Year 3 Progression of Knowledge and Skills—Non-negotiables / Assessment

Strand	Strand/Sub-strands	Objectives	Lessons
Chronological Awareness	Chronological Awareness	<p>To know that history is divided into periods of history e.g. ancient times, middle ages, modern.</p> <p>To know that BC means Before Christ and is used to show the years before 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1 AD.</p> <p>To know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Using dates and term related to the unit and passing of time.</p>	<p>Autumn lesson 1, 3, 5 and 6</p> <p>Spring lesson 1</p> <p>Summer lesson 1, 4 and 5</p>
Substantive abstract concepts	Power (monarchy, government and empire)	To understand some reasons why empires fall/collapse.	Autumn lesson 3, 4 and 5
	Achievements and follies of mankind.	To be aware of the achievements of the Ancient Egyptians.	Spring unit
	Invasion, settlement and migration	<p>To know that there were different reasons for invading Britain</p> <p>To know that there are different reasons for migration</p> <p>To know that settlements changed over time.</p>	<p>Autumn lesson 3, 4 and 5</p> <p>Spring lesson 1</p>
	Civilisation (social and cultural)	To understand how invaders and settlers influence the culture of the existing population.	Autumn lesson 3, 4 and 5
	Trade	To understand that trade develops in different times and ways in different civilisations.	Autumn lesson 4
	Beliefs	To understand that there are different beliefs in different cultures, times and groups.	<p>Autumn lesson 6.</p> <p>Spring lesson 2, 4, 5 and 6.</p>
Disciplinary concepts	Change and Continuity	Identifying reasons for change and reasons for continuities.	<p>Autumn lesson 4 and 6</p> <p>Summer lesson 1, 4 and 5</p>
	Cause and consequence	Identifying the consequences of events and the actions of people.	<p>Spring lesson 3</p> <p>Summer lesson 1, 4 and 5</p>
	Similarities and Differences	Identifying similarities and differences between periods of history.	<p>Autumn lesson 2, 3 5 and 6</p> <p>Summer lesson 2, 3, 4 and 5</p>
	Historical significance	Recalling some important people and events.	Summer lesson 4
	Sources of evidence	Using a range of sources to find out about a period.	All lessons
	Historical interpretations	Identifying and giving reasons for different ways in which the past is represented.	Autumn lesson 3, Spring lesson 5, Summer lesson 1
Historical enquiry	Posing historical questions	Creating historically valid questions across a range of time periods, cultures and groups of people.	Autumn lesson 3, Spring lesson 5, Summer lesson 1
	Gathering, organising and evaluating evidence	Selecting and recording relevant information from a range of sources to answer a question.	Autumn lesson 3, Spring lesson 5, Summer lesson 1
	Interpreting findings, analysing and making connections	<p>Understanding that there are different ways to interpret evidence.</p> <p>Making links and connections across a period of time, cultures or groups.</p>	Autumn lesson 3, Spring lesson 5, Summer lesson 1
	Evaluating and drawing conclusions.	<p>Reaching conclusions that a substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p>	Autumn lesson 3, Spring lesson 5, Summer lesson 1
	Communicating findings	<p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>	All lessons.

Year 4 Progression of Knowledge and Skills—Non-negotiables / Assessment

Strand	Strand/Sub-strands	Objectives	Lessons
Chronological Awareness	Chronological Awareness	<p>To know that history is divided into periods of history e.g. ancient times, middle ages, modern.</p> <p>To know that BC means Before Christ and is used to show the years before 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1 AD.</p> <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Using dates and term related to the unit and passing of time.</p>	<p>Autumn lesson 1, 2 and 3</p> <p>Spring lesson 1, 3 and 5</p> <p>Summer lesson 1</p>
Substantive abstract concepts	Power (monarchy, government and empire)	To understand some reasons why empires fall/collapse.	Autumn lesson 1 and 6, Spring lesson 1 and 6, Summer lesson 1 and 5
	Achievements and follies of mankind.	<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p>	<p>Autumn lesson 6</p> <p>Spring lesson 4, 5 and 6</p> <p>Summer lesson 4, 5 and 6</p>
	Invasion, settlement and migration	<p>To know that there were different reasons for invading Britain</p> <p>To know that there are different reasons for migration</p> <p>To know that settlements changed over time.</p>	<p>Autumn lesson 1</p> <p>Spring lesson 1 and 2</p> <p>Summer lesson 1, 4, 5 and 6</p>
	Civilisation (social and cultural)	To understand how invaders and settlers influence the culture of the existing population.	Autumn lesson 1, 2,, Spring lesson 1 an2, Summer 1, 4, 5 and 6.
	Trade	To understand that trade develops in different times and ways in different civilisations.	Spring lesson 3, Summer lesson 4
	Beliefs	To understand that there are different beliefs in different cultures, times and groups.	Spring lesson 4, Summer lesson 2
Disciplinary concepts	Change and Continuity	Identifying reasons for change and reasons for continuities.	Autumn lesson 1, Spring lesson 1 and 6, Summer lesson 1, 4 and 6
	Cause and consequence	Identifying the consequences of events and the actions of people.	<p>Autumn lesson 1 and 2</p> <p>Spring lesson 3 and 5 and Summer lesson 1</p>
	Similarities and Differences	Identifying similarities and differences between periods of history.	Autumn lesson 2, Spring lesson 1 and 6, Summer lesson 4 and 6
	Historical significance	Recalling some important people and events.	Autumn lesson 1 and 2, Spring lesson 3 and 5, Summer lesson 1
	Sources of evidence	Using a range of sources to find out about a period.	Autumn lesson 2 and 5, Spring lesson 2, 3 and 4, Summer lesson 2, 3, 5 and 6
	Historical interpretations	Identifying and giving reasons for different ways in which the past is represented.	Autumn lesson 2 and 5, Spring lesson 2, 3 and 4, Summer lesson 2, 3, 5 and 6
Historical enquiry	Posing historical questions	Creating historically valid questions across a range of time periods, cultures and groups of people.	Autumn lesson 2 and 5, Spring lesson 2, 3 and 4, Summer lesson 2, 3, 5 and 6
	Gathering, organising and evaluating evidence	Selecting and recording relevant information from a range of sources to answer a question.	Autumn lesson 2, 5 and 6, Spring lesson 2, 3, 4 and 6, Summer lesson 2, 3, 5 and 6
	Interpreting findings, analysing and making connections	<p>Understanding that there are different ways to interpret evidence.</p> <p>Making links and connections across a period of time, cultures or groups.</p>	Autumn lesson 2, 5 and 6, Spring lesson 2, 3, 4 and 6, Summer lesson 2, 3, 5 and 6
	Evaluating and drawing conclusions.	<p>Reaching conclusions that a substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p>	Autumn lesson 2, 5 and 6, Spring lesson 2, 3, 4 and 6, Summer lesson 2, 3, 5 and 6
	Communicating findings	<p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>	All lessons

Year 5 Progression of Knowledge and Skills—Non-negotiables / Assessment

Strand	Strand/Sub-strands	Objectives	Lessons
Chronological Awareness	Chronological Awareness	To understand the term century and how dating by centuries works. To know and use relevant dates and terms for period and period labels. Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Use BC and AD in their work.	Autumn lesson 1, 2, 3 and 4 Spring lesson 1 Summer lesson 1, 3 and 6
Substantive abstract concepts	Power (monarchy, government and empire)	To understand that there are changes in the nature of society	Autumn lesson 6 Spring lesson 3, 4 and 6 Summer lesson 2, 3 and 6
	Achievements and follies of mankind.	To know some of the impacts of war on daily lives	Spring lesson 3 Summer lesson 6
	Invasion, settlement and migration	To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world.	n/a
	Civilisation (social and cultural)	To understand how society is organised in different cultures, times and groups	Autumn lesson 5 and 6, Spring lesson 3 and 4 Summer lesson 2, 3 and 5
	Trade	To understand the development of global trade	n/a
	Beliefs	To be aware of the different beliefs that different cultures, times and groups hold.	Spring lesson 2 and 5 Summer lesson 4
Disciplinary concepts	Change and Continuity	Identifying the reasons for change and continuity	Autumn lesson 3, Spring lesson 6, Summer lesson 6
	Cause and consequence	Giving reasons for historical events, the results of historical events, situations and changes.	Autumn lesson 2, Spring lesson 3, Summer lesson 6
	Similarities and Differences	Making links between different time periods studied	Summer lesson 3
	Historical significance	Identifying significant people and events across different time periods	Autumn lesson 1, 2 and 3, Spring lesson 5, Summer lesson 1, 3 and 6
	Sources of evidence	Recognising primary and secondary sources Using a range of sources to find out about a particular aspect of the past.	Autumn 1, 2, 4, 5 and 6 All lessons
	Historical interpretations	Comparing accounts of events from different sources.	Autumn 1, 2, 4, 5 and 6 All lessons
Historical enquiry	Posing historical questions	Asking questions about the interpretations, viewpoints and perspectives held by others.	Autumn 1, 2, 4, 5 and 6 All lessons
	Gathering, organising and evaluating evidence	Using a range of historical evidence to dispute the ideas, claims or perspectives of others.	Autumn 1, 2, 4, 5 and 6 All lessons
	Interpreting findings, analysing and making connections	Interpreting evidence in different ways using evidence to substantiate statements. Making connections, drawing contrasts and analysing within a period and across time.	Autumn 1, 2, 4, 5 and 6 All lessons
	Evaluating and drawing conclusions.	Reaching conclusions which are increasingly complex and substantiated by a range of sources.	Autumn 1, 2, 4, 5 and 6 All lessons
	Communicating findings	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.	All lessons

Year 6 Progression of Knowledge and Skills—Non-negotiables / Assessment

Strand	Strand/Sub-strands	Objectives	Lessons
Chronological Awareness	Chronological Awareness	<p>To understand the term century and how dating by centuries works.</p> <p>To know and use relevant dates and terms for period and period labels.</p> <p>Sequencing events on a timeline , comparing where it fits in with times studied in previous year groups.</p> <p>Use BC and AD in their work.</p>	All lessons
Substantive abstract concepts	Power (monarchy, government and empire)	To understand that there are changes in the nature of society	Autumn lesson 2, 3 and 6, Spring lesson 13, 4 and 6, Summer lesson 1, 2, 3, 4, 5 and 6
	Achievements and follies of mankind.	To know some of the impacts of war on daily lives	Spring lesson 1, 3, 4, 5, 6 and 7, Summer lesson 1, 4, 5 and 6
	Invasion, settlement and migration	<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p>	Autumn lesson 5 and 6, Spring lesson 7, Summer lesson 4 and 6
	Civilisation (social and cultural)	To understand how society is organised in different cultures, times and groups	Autumn lesson 1, 2 and 6, Spring lesson 4, 5 and 6, Summer lesson 2, 3, 5 and 6
	Trade	To understand the development of global trade	Summer lesson 3
	Beliefs	To be aware of the different beliefs that different cultures, times and groups hold.	Summer lesson 2 and 6
Disciplinary concepts	Change and Continuity	Identifying the reasons for change and continuity	Autumn lesson 2 and 6, Spring lesson 6
	Cause and consequence	Giving reasons for historical events, the results of historical events, situations and changes.	Spring lesson 1, 6 and 7, Summer lesson 1, 2, 3 and 4
	Similarities and Differences	Making links between different time periods studied	All lessons
	Historical significance	Identifying significant people and events across different time periods	Spring lesson 1, Summer lesson 1 and 4
	Sources of evidence	<p>Recognising primary and secondary sources</p> <p>Using a range of sources to find out about a particular aspect of the past.</p>	All lessons
	Historical interpretations	Comparing accounts of events from different sources.	All lessons
Historical enquiry	Posing historical questions	Asking questions about the interpretations, viewpoints and perspectives held by others.	All lessons
	Gathering, organising and evaluating evidence	Using a range of historical evidence to dispute the ideas, claims or perspectives of others.	All lessons
	Interpreting findings, analysing and making connections	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p>	All lessons
	Evaluating and drawing conclusions.	Reaching conclusions which are increasingly complex and substantiated by a range of sources.	All lessons
	Communicating findings	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.	All lessons

Enrichment

	Autumn	Spring	Summer
		<p>Peek into the Past</p> <p>Family photos</p>	<p>Adventures through time</p> <p>Transport Museum, Wythall</p>
1	<p>How am I making history?</p> <p>Parents/ Grandparents visits to school to share their memories of childhood</p>	<p>How have toys changed?</p> <p>Teddy Bear's picnic (after lesson 5)</p> <p>OR Toys in the Past workshop at Leicester Museum</p>	<p>How have explorers changed the world?</p> <p>Map making/ treasure hunt</p>
2	<p>How was school different in the past?</p> <p>Educational visit to Blists Hill School room</p>	<p>How did we learn to fly?</p> <p>Visit to the Think Tank-school session on space exploration</p>	<p>What is a monarch?</p> <p>Dress as a monarch day</p> <p>Visit to Warwick Castle</p>
3	<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <p>Visit to Sarehole Mill- Prehistoric Britain workshop</p>	<p>How different were the beliefs in Ancient Egypt?</p> <p>Virtual workshop with the British Museum/ Birmingham Museum OR workshop of Leicester Museum</p>	<p>How have children's lives changed?</p> <p>Back to Back Houses- Victorians workshop</p>
4	<p>Why did the Romans settle in Britain?</p> <p>Virtual workshop with the British Museum/ Birmingham Museum</p>	<p>How hard was it to invade and settle in Britain?</p> <p>Make an Anglo-Saxon brooch/ illuminated lettering day</p>	<p>Were the Viking raiders, traders or settlers?</p> <p>Dress as a Viking day-workshop</p>
5	<p>What was life like in Tudor England?</p> <p>Dress as a Tudor day/ Visit to Blakesley Hall</p>	<p>What did the Greeks do for us?</p> <p>Virtual workshop with the British Museum/ Birmingham Museum</p>	<p>Why did the Maya civilisation decline so quickly?</p> <p>Build a Mayan temple project/ Presentation at the British Museum</p>
6	<p>What does the census tell us about our local area?</p> <p>Local area walk/use local census records</p>	<p>What was the impact of World War 2 on the people of Britain?</p> <p>Visit to RAF Cosford- Battle of Britain workshop</p>	<p>The Sikh Empire</p> <p>WW2 workshop</p>