

History Progression Document

History Curriculum Intent:

At Warnham, through the teaching of History, we aim to stimulate children's curiosity about Britain's heritage and that of the wider world. We encourage them to ask questions about the past and investigate possible explanations using a variety of sources. They will develop an understanding of how change occurs over time, helping them to make sense of the present.

Through finding out about how and why the world has developed over time, our children will understand how the past influences life today. They will build a solid knowledge base, but are also encouraged to think about why things happened, reflect on changing attitudes, and to consider how we can learn from past events. We want children to develop a love of history beyond the classroom, through engagement with high quality resources, exciting trips, visits from experts and topic themed days.

The History curriculum at Warnham strives for excellence and reflects our vision for the children when they leave us for their next stage of life. We strive for children to be curious and 'let their lights shine' through their mutual respect and understanding of people and the world around them. With this in mind, we are committed to ensuring that our teaching of British and World history is entirely inclusive and celebrates diversity.

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn Spring Summer Thankfulness Love Courage	Fire and Ice (T) Wild and Wonderful (L) Atlantis (C)	Fire and Ice (T) Wild and Wonderful (L) Splish, Splash, Splosh (C)	Rainforest! (T) Remember when (L) Tribal Tales (C) I am Warrior! (C)	The Romans (T) Frozen Kingdom (T) Chopsticks and Lanterns (L) Home and Away (C)	Conflict (T) Eco Heroes (L) Stargazers (L) Traders and Raiders (C)	Toga-Tastic! (T) Fallen Stars (T) Survival of the fittest (L) Dream Big (C)

<p>EYFS/ National Curriculum Links Pupils should be taught about:</p>	<p>Events beyond living memory that are significant nationally. (Bonfire Night)</p> <p>The lives of significant individuals in the past. (Guy Fawkes and Rosa Parks)</p> <p>Events commemorated through festivals or anniversaries. (Firework celebrations around the world. Bonfire night)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. (Emmeline Pankhurst and Mary Anning)</p> <p>Develop an awareness of the past, using common words and phrases to the passing of time. (Children to create their own timeline of their lives)</p>	<p>Changes beyond living memory and significant historical event. (The Great Fire of London)</p> <p>The lives of a significant individuals in the past. (Samuel Pepys)</p> <p>Events beyond living memory Ernest Shackleton's Endurance Expedition</p> <p>Changes within living memory How the Warnham Deer Park has changed over time</p> <p>The lives of significant individuals in the past Ernest Shackleton Beatrix Potter (through literacy)</p> <p>Significant history in own locality History of Warnham Nature Reserve/Deer Park</p>	<p>A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>A Study of an aspect of theme in British history that extends pupils' Chronological knowledge beyond 1066 (Riotous Royalty)</p>	<p>The Roman empire and its impact on Britain</p> <p>The achievements of the earliest civilizations (Shang Dynasty of Ancient China)</p> <p>A local history study (Study of Warnham)</p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (Conflict and WW2)</p> <p>Develop a chronologically secure knowledge and understanding of world history (The history of space exploration)</p> <p>Britain's settlement by Anglo-Saxons and Scots (Traders and Raiders: Anglo Saxons) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Traders and Raiders: Vikings)</p>	<p>Ancient Greece – a study of ~Greek life and achievements and their influence on the western world (Toga-Tastic!)</p> <p>Continue to develop a chronologically secure knowledge and understanding of world history (Hitler's rise to power and Concentration camps)</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge</p> <p>They should construct informed responses that involve thoughtful selection and organization of relevant historical information Exploring Black History and Famous feminists People who Changed the World – inventors, activists, teachers etc.</p>
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	Changes within living memory (Talk about how some things are different to how they were in the past.) (Seaside holidays) The lives of significant individuals (Grace Darling)	Events beyond living memory that are significant (The Mary Rose/Henry VIII)				
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Knowledge	<ul style="list-style-type: none"> •I can place events I have been learning about in order. •I know that people lived and that things happened before I was born. •I can give some reasons to describe how my own life is different from lives of people in the past. •I can talk about why important familiar events happened and what followed as a result i.e. we have bonfire night etc •I can use common words and phrases when I am talking about my work in History, i.e. before, after, earlier, later, long ago, in the past, now. •I can answer how and why questions in response to stories or events. •I know that information about the past can be found in books and on computers 	<ul style="list-style-type: none"> •I can place several events I have been learning about on a timeline. •I can use a wider range of words and phrases to support my work in History i.e. chronological, timeline, years, lifetime etc •I can talk about the lives of people/important events that happened in the past. •I can talk about why people did things and what happened as a result i.e. why did people go exploring in the past? •I can identify some similarities and differences between life now and life in the past. •I can ask relevant questions to find out more about the past. •I can answer questions about the past, giving simple reasons for my answers. 	<ul style="list-style-type: none"> •I can place a number of events chronologically on a BC/AD timeline. •I can use appropriate historical terms when talking about chronology i.e. periods, BC, AD, age, century etc •I can make comparisons between ways of life at different times i.e. modern times/past times in UK as studied. •I can describe different aspects of society during past British times i.e. social, cultural, religious customs. •I know who the significant people/events were and why they were important. •I know that aspects of life today have been affected by past British times studied. •I can choose the best source to help me to answer a question about the past. •I know that the past can be represented 	<ul style="list-style-type: none"> •I can place the periods of time I am learning about on a timeline. •I can find links between the periods of time that I study. •I can talk about the main events and key changes that took place within the time periods I have studied. • •I know about significant people/events within the time periods I have studied and can describe their impact on life at that time. •I can choose a range of sources to help me to talk in depth about different aspects of the past. •I can give examples of how the past can be represented and interpreted in different ways. •I can follow a set of success criteria in order to present my knowledge and understanding of History 	<ul style="list-style-type: none"> •I can use a timeline to help me talk about key aspects within the time periods I have studied. •I can describe connections and identify contrasts when talking about different time periods. •I can give reasons for the main events and key changes that took place within the time periods I have studied. •I can talk about significant people/events within the time periods I have studied and describe their impact on life at that time. •I can find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence. •I can explain the different ways that the past can be represented and how this affects interpretation. 	<ul style="list-style-type: none"> • I can talk confidently about the different periods of time I have studied, providing an accurate chronology. •I can make links within and across periods of history studied. •I can describe connections, identify contrasts and talk about trends over time to show my understanding of chronology. •I can talk about significant individuals from the past and offer explanations for their actions. •I can provide reasons why some events, individuals, developments are seen as more significant than others. •I can find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence.
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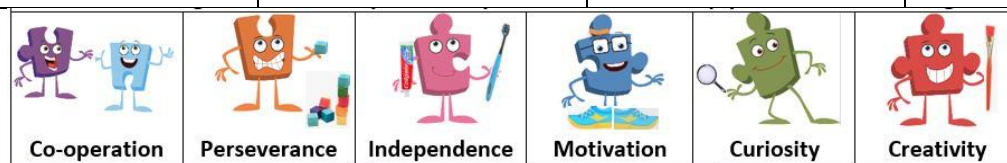
		<ul style="list-style-type: none"> •I can find simple information using books or computers to learn more about the past 	<p>and interpreted in different ways.</p> <ul style="list-style-type: none"> •I can use a frame/template to record my knowledge of the past including key information and historical terms. 		<ul style="list-style-type: none"> •I can work with increasing independence to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately. • I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons & Vikings 	<ul style="list-style-type: none"> •I can give reasons for the different ways the past is represented and how this affects interpretation. •I can work independently/ in a small group to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.
Local History		History of Warnham Deer Park.		History Study of Warnham	Warnham in WW2	
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in own life or other's lives • Discuss changes I have had since I was born • Sequence 3 or 4 artefacts from distinctly different periods of time • Understand difference between in the present day and in the past 	<ul style="list-style-type: none"> • Begin to use dates • Use a timeline to place important events • Understand and explain reasons for doing so when putting people, events and objects in order of when happened using a simple scale • Recount and sequence 	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC and AD • Use timeline to place historical events in chronological order • Describe dates of and order significant events from the period studied • Sequence several events or artefacts • Place the time being studied on a bigger timeline 	<ul style="list-style-type: none"> • Place events from period studied on a longer timeline – • Begin to date events • Use terms BC & AD and explain relationships • Order significant events and dates on a timeline • Describe main changes in the period being studied 	<ul style="list-style-type: none"> • Know and sequence key events, movements and dates of time studied and place on a timeline • Greater understanding of relationships between periods studied so far • Make comparisons between different times in the past • Describe the main changes in the 	<ul style="list-style-type: none"> • Place current study on a timeline in relation to other studies in previous years • Sequence up to 10 events on a timeline • Order significant events, movements and dates on a timeline • Identify and compare changes within and across different periods

		<p>changes in own life over time</p> <ul style="list-style-type: none"> • Understand and use correct vocabulary when talking about an event • Sequence artefacts and photos closer together in time • Describe memories of key events in own life 			period being studied	<ul style="list-style-type: none"> • Understand how some historical events occurred concurrently in different locations i.e. (Ancient Greece coincided with the Bronze Age in the UK)
Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past using artefacts as source of information • Look at pictures of artefacts from the past and present and ask simple questions about their use etc • Understand that we find out about the past from pictures, artefacts, stories, books • Ask questions about old and new objects • Begin to suggest explanations about what an object was used for in the past 	<ul style="list-style-type: none"> • Use a range of information or sources to answer questions • Be able to ask own question about the past • Identify different ways in which the past is represented • Find out information from an older person by talking to them • Find out about a famous Briton from the past using different resources to help them • Simple research about a famous 	<ul style="list-style-type: none"> • Ask questions about the past considering similarity and difference and significance • Suggest where to find answers to questions considering a range of sources such as documents, databases, pictures, photos, music, artefacts, buildings, museums etc • Understand that knowledge of past is made up from variety of sources • Construct and organise responses by selecting relevant historical data 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in the past • Ask a variety of questions • Begin to use books and internet to research • Use documents/printed sources, internet, pictures/photos, music, artefacts, buildings, museums to collect evidence about the past • Ask questions and find answers about the past – 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use variety of evidence to build up a picture of a past event • Select relevant sections of information • Use books and internet for research with increasing confidence • Begin to select most appropriate sources such as documents/printed sources, internet, pictures/photos, music, artefacts, buildings, museums to 	<ul style="list-style-type: none"> • Devise, ask and answer more complex questions about the past, considering key concepts in history • Select most appropriate sources such as documents/printed sources, internet, pictures/photos, music, artefacts, buildings, museums to collect evidence about the past and give reasons for choices • Analyse range of source material to promote evidence about the past

	<ul style="list-style-type: none"> Ask questions about a famous person by looking at picture/photo of them 	local or British event		similarities, differences, cause, change, significance	<p>collect evidence about the past</p> <ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions Begin to investigate own lines of enquiry by posing questions to answer 	<ul style="list-style-type: none"> Investigate own lines of enquiry by posing questions to answer Construct and organise response by selecting and organising relevant historical data Recognise primary and secondary sources
Historical interpretation	<ul style="list-style-type: none"> Use stories to encourage chn to distinguish between fact and fiction Compare adults talking about their memories – how reliable are they? Look at books, videos, photos, pictures and artefacts to find out about the past 	<ul style="list-style-type: none"> Compare 2 different versions of past events Compare pics or photos of people/events in the past Discuss reliability of photos of people/events in the past Look at books, videos, photos, pictures, artefacts eye-witness accounts, buildings, museums/ galleries/historical sites, internet to find out about the past 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period 	<ul style="list-style-type: none"> Know that people in the past represent events or ideas in a way that persuades others Look at evidence available Begin to evaluate the usefulness of different sources Use books and own knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Evaluate evidence to choose the most reliable forms 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use library & internet for research Understand that some evidence from the past is

						<p>propaganda, opinion or misinformation and this affects interpretations of history</p> <ul style="list-style-type: none"> • Evaluate evidence to choose the most reliable form • Know that people in the past have a point of view and this can affect interpretation
Diversity Focus Black History Month Women's History Month LBQT History Month Disability History Month	Emmeline Pankhurst Rosa Parks	Gertrude Ederle	Mayan Civilisation	Study of Chinese history	Caribbean airmen in WW2 Learning about the evacuation experiences of Mrs. Betty Campbell Lillian Bader Douglas Bader	Black History Study
Key Vocabulary (Review and build on Vocabulary from previous years)	now, yesterday, last week, when I was younger, before I was born, a long time ago, a very long time ago, when my parents/grandparents were children,	Past, present, decades, centuries, ancestors, timeline, life-span	Chronology, BC (Before Christ) AD (Anno Domini), civilisation, empire	Terms associated with the period, emperor, dynasty, priest, sacrifice, ancestors	Use relevant terms and period labels, (Nazi, conflict, Hitler, Axis powers, allies, occupation, blitz, evacuation)	Use relevant terms and period labels (holocaust, Jewish, temple, toga, ancient, gods,)

	then, now, first, next, finally, similar, different					
Value Links	Thankfulness Courage	Thankfulness	Courage	Love	Courage	Courage
Metacognition Links	Curiosity	Curiosity Motivation	Curiosity	Curiosity Creativity	Curiosity Cooperation Perseverance	Curiosity Independence



See EYFS Understanding the World progression document for information on EYFS curriculum.