



History Sequence and Progression at St Luke's C.E. Primary School

Intent:

History at St Luke's aims to be ambitious, and motivating. We aim to provide a high quality history curriculum which inspires in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; they will know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining the knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

At St Luke's, we have designed our History curriculum with the intent that our children will:

- Possess a secure understanding of the chronology of Britain and other important periods of History
- Discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past

Implementation:

The curriculum is led and overseen by the History lead. As History lead a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the on-going commitment to improve further.

The teaching, learning and sequencing of the History curriculum follows:

- A theme curriculum approach has been implemented to ensure coverage and progression in all skills relating to History.
- In EYFS and KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
- In KS2, the History curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.

The progression of skills is set out in order to build and develop the following:

- Chronological Understanding
- Knowledge and understanding of events, people and changes in the past
- Connection and Historical Links
- Interpretations of History
- Historical Enquiry

Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.



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The use of knowledge organisers is to aid teachers in planning their knowledge and skills and students in understanding the expectations by the end of the unit.

Impact:

The intended impact of the History curriculum is that the large majority of children will achieve age related expectations in History. That Children will know more, remember more and understand more about History. Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past. In addition, children will;

- Understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.
- Show progression in their skills, knowledge and understanding in history.
- Be able to identify key figures from the past and talk about their influence and give their own interpretation.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.

Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

CULTURAL CAPITAL

Pupils are given the opportunity to build up a solid knowledge of the events and people of the past and how they have influenced and impacted our world today. It is important that pupils develop a thorough understanding of how knowledge gained from events in the past is used in today's world to build on and continually develop technology. Pupils are equipped with the knowledge that many of the things we have access to now, and the ways in which we do things, are because of events and people from the past.



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History Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	<p><i>Understanding the World ELG: 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.</i></p>					
	<p><i>Children talk about past and present events in their own lives and the lives of family members. (All About Me)</i></p>	<p><i>Guy Fawkes and the Gunpowder Plot.</i></p> <p><i>Remembrance Day.</i></p>		<p><i>Mary Anning (Palaeontologist)</i></p>	<p><i>Changes over Time.</i></p>	<p><i>Changes over Time.</i></p>
<u>Year 1</u>	<p><i>Space s. Neil Armstrong</i></p>	<p><i>Changes in Living Memory - 1950's</i></p>	<p><i>Local History and St Luke's Church (inc. geography)</i></p>		<p><i>We are Britain Scotland, Wales</i></p>	
<u>Year 2</u>	<p><i>Great Fire of London</i></p>				<p><i>Famous for More than Five Minutes Landmarks and history of School grounds (toffee factory)</i></p>	
<u>Year 3</u>		<p><i>Stone Age to Iron Age</i></p>			<p><i>Romans Compare Roman Manchester and modern day</i></p>	



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					Manchester	
<u>Year 4</u>		Ancient Egypt	Anglo Saxons and Vikings Place names and meanings			
<u>Year 5</u>			Ancient Greece	The Victorians and Local History Study (compare our area with a small area in the Alps)		
<u>Year 6</u>	Mayans Titanic (1 week)		Scream Machine (history of fairground rides)	WWI and WWII		



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<u>National Curriculum Content</u>			
<u>EYFS</u>	<p><u>ELG: Past and Present</u> 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</p>		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	<p>Children talk about past and present events in their own lives and the lives of family members. (All About Me) Children learn about Guy Fawkes and the GunPowder plot, discussing why and how we still celebrate today. Children learn about Remembrance Day and why we remember the fallen soldiers. The children can talk about what Remembrance Day is.</p>	<p>The children learn about the Palaeontologist Mary Anning. Mary Anning was a famous fossil hunter and collector. She found and identified many pre-historic fossils from the time of the dinosaurs and sold them to make money for her family.</p>	<p>Children identify what has changed from the beginning of the year to now. They identify similarities and differences between themselves and others, communities and traditions. (Superheroes)</p>
<u>Year 1</u>	<p><u>Changes in Living Memory</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>		
<u>Year 2</u>	<p><u>Great Fire of London</u> Events beyond living memory that are significant nationally or globally for example, the Great Fire of London.</p>		<p><u>Famous for More than Five Minutes</u> -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,</p>



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			<p>Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p> <p>-Significant historical events, people and places in their own locality.</p>
<u>Year 3</u>	<p><u>Stone Age to the Iron Age</u></p> <p>-Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>-Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>-Iron Age hill forts: tribal kingdoms, farming, art and culture</p>		<p><u>The Roman Empire and its impact on Britain.</u></p> <p>-Julius Caesar's attempted invasion in 55-54 BC</p> <p>-The Roman Empire by AD 42 and the power of its army.</p> <p>-Successful invasion by Claudius and conquest, including Hadrian's Wall British</p> <p>-British resistance, for example, Boudicca</p> <p>-'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>-Scots invasions from Ireland to north Britain (now Scotland) CELTS</p>
<u>Year 4</u>	<p><u>Ancient Egypt</u></p> <p>The achievements of the earliest civilization. An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt,</p>	<p><u>Anglo Saxons and Vikings</u></p> <p>-Viking raids and invasion</p> <p>-Resistance by Alfred the Great and Athelstan, first king of England</p> <p>-Further Viking invasions and Danegeld</p> <p>-Anglo-Saxon laws and justice</p>	



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		<p>-Edward the Confessor and his death in 1066.</p> <p>Changes in an aspect of social history, such as crime and punishment from the AngloSaxons to the present or leisure and entertainment in the 20th Century</p> <p>-Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>-Anglo-Saxon art and culture</p> <p>-Christian conversion: Canterbury, Iona and Lindisfarne.</p>	
<u>Year 5</u>		<p><u>Ancient Greece</u></p> <p>A study of Greek life and achievements and their influence on the western world the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<p><u>Victorians and Local History</u></p> <p>A depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as John, Anne and Victoria</p>
<u>Year 6</u>	<p><u>Mayans</u></p> <p>A non-European society that provides contrasts with British history - a study of Mayan civilization c. AD 900.</p>		<p><u>WWI and WWII</u></p> <p>A study of a significant turning point in British history.</p>



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<u>Progression of Skills</u>						
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Chronological Understanding</u>						
<ul style="list-style-type: none"> - sequence events from birth to present day 	<ul style="list-style-type: none"> - sequence events in their life - sequence 3 or 4 artefacts from distinctly different periods of time - match objects to people of different ages 	<ul style="list-style-type: none"> - sequence photographs etc. from different periods. - describe memories of key events in lives 	<ul style="list-style-type: none"> - sequence several events or artefacts - place the time studied on a timeline - use key dates and terms related to the passing of time eg BC/AD 	<ul style="list-style-type: none"> - place events from period studied on timeline - use key dates to describe events - understand the terms ancient/modern and begin to sequence major historical periods, e.g. Egypt, Greece, Rome 	<ul style="list-style-type: none"> - know and sequence key events of time studied - relate current studies to previous studies - use relevant terms and begin to use and know key dates 	<ul style="list-style-type: none"> - place people into correct periods of time - sequence up to 10 events on a timeline - identify changes over a period of time - use relevant dates and terms - know key dates, characters and events of time studied - show understanding of the history of Britain in relation to the wider world
<u>Historical Enquiry</u>						
<ul style="list-style-type: none"> - begin to ask simple questions about the past. 	<ul style="list-style-type: none"> - begin to find answers to simple questions about the past from historical sources. 	<ul style="list-style-type: none"> - answer questions about the past by making simple observations from historical sources. 	<ul style="list-style-type: none"> - ask and answer questions about the past by using historical sources. - begin to select relevant historical information. 	<ul style="list-style-type: none"> - begin to select and combine information from historical sources. 	<ul style="list-style-type: none"> - begin to evaluate, select and combine information from different historical sources. 	<ul style="list-style-type: none"> - evaluate sources of information and identify those relevant/useful to particular tasks. - suggest omissions and the means of finding out



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						-bring knowledge gathered from several sources together in a fluent account
<u>Understanding and Interpretation of Events, People and Changes in the Past</u>						
- Identify the differences between early childhood (as babies) to now.	- identify major differences between life in different periods -using a source; handle, observe, question and sketch -ask and answer questions about an artefact	explain differences and similarities between life in different periods -work out things about the past by looking at pictures and artefacts -understand that there are different types of evidence telling us things about the past -begin to recognise that there are reasons why people in the past acted as they did	- show understanding of the concept of similarities and differences between life in the same period -recount the life of a famous person or event with some detail, selecting information - give reasons for some of the actions of a famous person	-show understanding of the concept of significance of events from the past on life today -compare and contrast aspects of the past with aspects today -to know that the lives of people in a historical period were not all the same -give reasons why key events happened or why people acted as they did	-show understanding of the concept of cause and consequence through the events studied -describe some of the main events, people and changes in a period -study a variety of experiences of life for different people in the same period -consider interpretations of an event by looking at other information	-show understanding of the concept of developmental change through aspect studied -find out about beliefs in different civilizations and link this to their actions -give reasons for and the results of the main events and changes in a period -look at different points of view to find out about different versions of historical events -evaluate sources of



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						information and say which would be more reliable
<u>Communication</u>						
- describe their own past	- describe things that are from the past - say how things from the past were used - use historical vocabulary appropriate to year group	tell stories about the past/events in a famous person's life - use labelled diagrams, recounts and pictures to tell what they know about the past - annotate photographs - use historical vocabulary appropriate to year group	- communicate knowledge and understanding in a variety of ways appropriate to the year group including discussions, recounts, diaries, pictures, annotations, drama - use historical vocabulary appropriate to year group	- communicate knowledge and understanding in a variety of ways appropriate to the year group including discussions, recounts, diaries, pictures, annotations, drama - use historical vocabulary appropriate to year group	- communicate knowledge and understanding in a variety of ways appropriate to the year group including discussions, recounts, diaries, pictures, annotations, drama - use historical vocabulary appropriate to year group	- communicate knowledge and understanding in a variety of ways appropriate to the year group including discussions, recounts, diaries, pictures, annotations, drama - use historical vocabulary appropriate to year group