



St Mary's Bentworth CE Primary School

History Progression

Our high-quality history curriculum is planned as a journey across the school and enables our pupils to gain coherent knowledge and understanding of Britain's past and that of the wider world. It inspires our pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our history curriculum helps pupils to understand the complexity of people's lives, the process of change, the diversity of communities and relationships between different groups, as well as their own identity and the challenges of their time.

By the end of Key Stage 1

Pupils will have developed an awareness of the past, using common words and phrases relating to the passing of time. They 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 use a wide vocabulary of everyday historical terms. They 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Our pupils are taught to:

- Changes within living memory – where appropriate, these 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 are used to compare aspects of life in different periods.
- Significant historical events, people and places in our own locality.

By the end of Key Stage 2

Pupils will have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through

teaching the British, local and world history outlined below, teachers combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Our pupils are taught to:

- 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 – our pupils study Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrast with British history – our pupils study the Mayan civilization c. AD 900

'Greater Depth' is achieved through a focus on ACE – tasks enable pupils to Apply, Connect and Explain & Evaluate	
Apply:	Pupils independently <u>apply</u> skills, knowledge and understanding from their current and previous learning to new historical enquiries.
Connect:	Pupils make clear, strong and appropriate <u>connections</u> between their knowledge and understanding of previous periods of history and the new enquiry, using their historical skills.
Explain & Evaluate:	Pupils are able to explore and critically <u>evaluate</u> a range of sources and use this to <u>explain</u> the impact of historical events and people independently.

Oak Class: Year R/1

Specific areas to cover in **Cycle A** and **Cycle B** are indicated.

Scope (historical content) Talk about the lives of people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. Changes within living memory (transport) The lives of significant individuals in the past (Mary Seacole and Florence Nightingale) Changes within living memory (toys and games). The lives of significant individuals in the past. (Mary Anning).	Chronology Key dates for different cycles indicated, but these should still be referred to across both years to continue to develop children's chronological awareness and understanding. 1805-1881 – Mary Seacole 1820-1910 – Florence Nightingale 1799-1847 – Mary Anning Identifying that things have happened in the past, relating to themselves and within living memory. Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents. Identifying that events and people from the past may have occurred across a greater period of time than just themselves. Place known events in chronological order – create simple timelines. To sequence events and recount changes within living memory. Use vocabulary related to the passing of time e.g. now, then, old, new.
Cause (and Consequence) Identify that certain choices have a consequence to them e.g. building a castle will keep you safer. Give simple explanations of why a person from the past acted as they did, and talk about the consequences of those actions. Identify that history can affect the local area, as well as national and globally. Understand that there are reasons why people in the past acted as they did	Continuity and Change Identify that some things within living memory have changed and some have stayed the same. Match old objects to people or situations from the past. Describe how some aspects of life today differ from the past using simple historical vocabulary. Know that changes in history can have an impact on today.
Similarity and Difference To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today. Recognise some similarities and differences between individuals e.g. within the life and times of Mary Seacole and Florence Nightingale and Mary Anning.	Historical Significance Understand that some events and people from history are important, using settings, characters and events encountered in books read in class and storytelling. Recognise and describe special times for family or friends. To recognise why certain individuals are significant in history (achievements and impact) Begin to understand what makes someone or something significant.
Sources and Evidence To comment on a piece of evidence from the past. Talk about similarities and differences between two or more historical sources using simple historical terms. Talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc. Look at simple artefacts and pictures to ask questions about the past. Analyse a variety of artefacts/objects to infer about an individual or event.	Historical Interpretation Look at more than two versions of the same event or story in history and say how they are different. Identify and talk about different accounts of real historical situations. Compare two versions of a past event.

Ash Class: Year 2/3

Specific areas to cover in **Cycle A** and **Cycle B** are indicated.

Scope (historical content) Changes in Britain from the Stone Age to the Iron Age. Events beyond living memory that are significant nationally or globally (Great Fire of London) The Roman Empire and its impact on Britain. Significant historical events, people and places in their own locality (Titanic).	Chronology Key dates for different cycles indicated, but these should still be referred to across both years to continue to develop children's chronological awareness and understanding. 15,000 - 3,000BC – Stone Age (30,000 – 10,000BC – Palaeolithic, 10,000 – 8,000BC Mesolithic, 8,000 – 3,000BC – Neolithic) 3,000 – 800BC – Bronze Age 800BC – 43AD – Iron Age 1666 – Great Fire of London 43AD - 410AD – Romans in Britain 1912 – Titanic Identify that there are different periods of time in history and dates are used to describe these. Sequence events on a timeline. Placing Ancient Romans and Roman Britain into wider chronological contexts Use and understand a range of common words and phrases relating to the passing of time e.g. BC/AD, over three hundred years ago, before, after.
Cause (and Consequence) Identifying that there are reasons for change and begin to use the terms 'cause' and 'consequence' e.g. Titanic sinking and health and safety changes made due to it. Begin to identify key causes for events. Begin to describe connections and contrasts between aspects of history. Begin to understand why certain events happened at certain times with some reasoning e.g. why the Titanic was built and sank. Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life Identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today.	Continuity and Change Identify that continuity or change can be good or bad. Describe some changes in history over a period of time and identify some things which stayed the same (continuity).
Similarity and Difference Describe main features associated with the period/ civilization studied, mostly using period specific language. Talk about similarities and differences between a time in the past and now. Talk about similarities and differences between two times in the past. Identify similarities and differences between societies e.g. during the time of the Titanic. To find similarities and differences between places e.g. Britain and the rest of the Roman Empire.	Historical Significance Recognise and talk about who was important, e.g. in a simple historical account. Understand that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time). Identify why certain people/ events are significant in the wider context of history. Explain why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identify why Boudicca is a significant individual for both British and Roman British history.
Sources and Evidence Gather information from simple sources to ask and answer questions about the past. Suggest sources of evidence to help answer questions. Describe in simple terms how sources reveal important information about the past. Recognise that the absence of certain types of sources can make it more difficult to draw conclusions. Begin to understand the difference between types of sources e.g. primary and secondary. Identify why sources are limited for the Stone, Bronze and Iron Ages.	Historical Interpretation Identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source). Look at more than two versions of the same event - recognise differences between versions and give a simple explanation of why we might have more than one version.

Lime Class: Year 4/5

Specific areas to cover in **Cycle A** and **Cycle B** are indicated.

Scope (historical content) Britain's settlement by the Anglo-Saxons and Scots A local history study (the Civil War) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (railways). The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	Chronology Key dates for different cycles indicated, but these should still be referred to across both years to continue to develop children's chronological awareness and understanding. 7500BC – 30AD - Egyptians 410AD – 1066AD – Anglo Saxons 793AD – 1066AD – Vikings 1642 -1651 – English Civil War 1804 – 1960's – development of railways 1865 – Watercress Line opened Place and describe some historical eras on a timeline – understanding that some historical periods overlap. Place early civilizations into chronological context. Begin to show an understanding of concurrent civilizations around the world and their impact on later civilizations. Begin to use historical vocabulary to discuss and describe dates, times, periods, eras, chronology and changes, including BC and AD accurately. To sequence local, national and international events.
Cause (and Consequence) Identify specific causes and events from different periods and begin to establish links between them, securely using the terms 'cause' and 'consequence'. Understand why certain events happened at certain times with some developed reasoning. Explain how people and events in the past have influence life today – railways Identifying that one event can have multiple effects – the development of the railways, the effect of the Civil War on the monarchy. Explain the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc. Identify the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans.	Continuity and Change Describe and give some examples of changes at particular points in history while some things remained the same. Begin to understand why changes in different places might be connected in some way e.g. in the early civilisations. Give simple explanations and examples of why change happened during particular events/periods. Understand that there is usually a combination of reasons for any change. Understand that changes do not impact everyone in the same way or at the same time.
Similarity and Difference Give simple explanations that not everyone in the past lived in the same way. Consistently uses period specific language in explanations. Understand that some past civilizations in different parts of the world have some important similarities e.g. in the early civilisations. Identify and make links between significant characteristics of periods/ civilization studied and others studied previously. To explain similarities and differences between an aspect of society e.g. the religious beliefs of Anglo-Saxons and the native Britons.	Historical Significance Identify how the significance of events or people reveal something about history or contemporary life. Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative. Describe the achievements of the Ancient Egyptians and their significance to human development.
Sources and Evidence Identify primary and secondary sources. Describe and question the origins, purposes and validity of sources using knowledge of periods and civilizations. Know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis. Explain, with examples, why a source might be unreliable. To use a wide range of different sources to collect evidence about the past e.g. ceramics, pictures, documents, photos, artefacts, historic sites.	Historical Interpretation Describe how different interpretations arise. Identify why interpretations can change in light of new evidence e.g. change in meaning of the word 'barbarian' Understand that different accounts of the past emerge for various reasons different people might give a different emphasis. Understand that some interpretations are more reliable than others.

Elder Class: Year 6

Scope (historical content) Ancient Greece – a study of Greek life and achievements and their influence on the western world. A non-European society that provides contrast with British history – Mayan civilization c. AD 900.	Chronology 776BC – 146BC – Ancient Greece 1100BC – 1502AD – The Maya Place previously learnt historical periods in chronological order, accounting for overlap in duration and intervals between them. Place Ancient Maya into chronological context and in direct comparison with Anglo-Saxons. Use historical vocabulary to discuss and describe dates, times, periods, eras, chronology and changes, including BC and AD accurately. Be able to securely place different time periods studied on a time line, showing overlap where necessary.
Cause (and Consequence) Examine causes and results of great events and the impact these had on people. Identify and explain the effects and influence of Greek achievements on the Western world e.g. democracy, philosophy, medicine, language. Identify and explain the cause and consequence of the collapse of the Mayan civilization. Understand why certain events happened at certain times with clear, developed reasoning.	Continuity and Change Understand that changes in different places and periods can be connected. Give an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.
Similarity and Difference Contrast and make some significant links between civilizations/ periods studied in KS2. Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied. Examine and explain diverse experiences and ideas, beliefs, attitudes of men, women and children within a time period.	Historical Significance Make judgements about historical significance against criteria. Recognise that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance). Explain the advancements in technology in the Mayan civilisation and why this was significant. Evaluate the achievements of the Ancient Greeks and their impact on today.
Sources and Evidence Question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this. Construct reasoned arguments about events, periods or civilizations studied. Identify why the amount of written primary sources varies depending on the time periods e.g. Romans, Greeks, Anglo-Saxons, Vikings.	Historical Interpretation Identify why viewpoints differ and why bias might skew these viewpoints. Use sources to interpret viewpoints, including bias e.g. Battle of Thermopylae – Herodotus and Tacitus. Understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance). Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?