



# West Dean C of E Primary School

*The small school with a big heart*

## History Curriculum Progression

### What will our historians be able to do when they leave us?

At West Dean CE Primary school our intention is to provide a high-quality, broad and balanced history curriculum which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our History curriculum is taught so that lessons are appropriately pitched and challenging and are designed to inspire and support learning, providing opportunities to explore the past. Lessons are carefully sequenced that demonstrate progression building upon prior knowledge and enabling children to apply it to new learning. We will allow children to make links across the curriculum through topic based learning. The children use timelines so that chronology is embedded and children understand how different periods of history link together. Key vocabulary is incorporated alongside different sources of evidence – both primary and secondary – to help bring history to life within the classroom. We try to include historical visits and activities where children are able to develop a greater understanding of the past in their local area and across the world.

We believe the impact of teaching with a broad and balanced curriculum will be that the children will have a coherent knowledge and understanding of Britain's history and that of the wider world. Historical learning experiences at West Dean will inspire our children's curiosity to know more about the past and instil in them a positive attitude to learning. They will take away with them a respect for diversity, social responsibility and a sense of how events from the past have shaped their future. We believe that if children have become knowledgeable historians, then they will be able to articulate their understanding with confidence.

### Curriculum Coverage (NC)

#### Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS	KS1	KS2
<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>Pupils should be taught about:</b>  <b>Changes within living memory.</b>  Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Events beyond living memory</b> that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><b>The lives of significant individuals</b> in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p><b>Significant historical events</b>, people and places in their own locality.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Pupils should be taught about:</b>  <b>Changes in Britain from the Stone Age to the Iron Age</b>  Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><b>The Roman Empire and its impact on Britain</b>  Examples (non-statutory) This could include: Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p><b>Britain’s settlement by Anglo-Saxons and Scots</b>  Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>  Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death</p> <p><b>A local history study</b>  Examples (non-statutory) 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.</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</p> <p>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>

## History Progression

Skill focus	EYFS	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
<b>Chronology</b>	- Talk about past and present events in their own lives and in the lives of family members - Understand different eras of time (e.g. that of the dinosaurs)	- Recount past changes from their own lives in chronological order - Understand the difference between things that happened in the past and the present - Describe things that happened to themselves and other people in the past. - Order a set of events or objects - Use a timeline to place important events/objects. - Sort events/objects into groups	- Place historical figures, events and artefacts in order on a given timeline, using dates where appropriate - Understand and use the words past and present when telling others about an event - Recount changes in my own life over time - Understand how to put people, event and object in order of when they have happened, using a scale the teacher has given me - Use a timeline to place/order important events, object or people	- Use dates to place events, artefacts and historical figures on a timeline - Understand that the timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Use a timeline to place historical events in chronological order - Describe dates of and order significant events from the period studied and the main changes in a period of history.	- Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) - Order significant events, movements and dates on a timeline - Identify and compare changes within and across different periods - Understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and Prehistoric Britain
<b>Historical enquiry</b>	Comment and ask questions about aspects of their familiar world	Look at books, videos, photographs, pictures and artefacts to find out about the past - Explore events, look at pictures and ask questions i.e. which things are old and which are new? What were people doing? - Look at objects from the past and ask questions i.e. what were they used for and try to answer	- Look at and use books, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museum, galleries, historical sites and the internet to find out about the past - Ask questions about the past - Use a wide range of information to answer questions	- Use documents, printed sources (e.g. archive material) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past - Ask questions and find answers about the past	- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - Investigate own lines of enquiry by posing questions to answer
<b>Historical Interpreting</b>	Look closely at similarities, differences, patterns and change	- Begin to use sources to identify some details and answer simple questions - Identify different way in which the past is represented	- Use artefacts, pictures, stories, online sources and databases to find out about the past - Identify different ways in which the past is represented - Describe objects, people or events in history	-Refer to more than one source of evidence for more accurate understanding of events. -Give reasons why separate versions of the same event may differ in the accounts - Explore main events and changes in history, giving causes and consequences - Look at different versions of the same event in history and identify differences - Know that people in the past represent events or ideas in a way that persuades other	-Select suitable sources of evidence, giving reasons for the choice - Explore all available evidence to form their own opinion on a historical event - Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history - Evaluate evidence to choose the most reliable forms - Know that people both in the past have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past

<b>Continuity and change</b>	Understand and discuss how things have changed over time (e.g. transport)	Identify key events and people - Recall some fact about people/events before living memory -Say why people may have acted the way they did -Tell stories about the past	Give reasons why people from the past acted in the ways they did - Use information gained from research to describe differences between then and now - Use information to describe the past - Describe the difference between then and now - Look at evidence to give and explain reasons why people in the past may have acted in the way they did - Recount the main events from a significant event in history - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling and using computing skills	- Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes - Describe how some past events and actions of people affect life today - Use evidence to describe what was important to people from the past - Use evidence to show how the lives of rich and poor people from the past differed - Describe similarities and differences between people, events and artefacts studies - Describe how some of the things I have studied from the past affect/influence life today - Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama/role play, storytelling and computing skills.	- Explain and evaluate causes and consequences of the main events, situations and changes in the period studied - Choose reliable sources of information to find out about the past - Give reasons why changes may have occurred, backed up by evidence - Describe similarities and differences between some people, events and artefacts studied - Describe how some of the things studied from the past affect/influence life today - Make links between some of the features of past societies (e.g. religion, houses, society, technology)
<b>Progression in cause and consequence</b>	-Begin to understand that their actions have consequences. -Begin to explore the idea of cause and consequence through role play, small world, stories and songs, discussing the theme with an adult.	-Begin to develop an understanding of why things happened in the past. -Choose and use parts of stories and other sources to show that they know and understand key features of events. -Study the lives of some significant individuals who contributed to national and international achievements thinking about the consequences of their actions/discoveries etc. -Identify at least one relevant cause for, and effect of, several events covered.	-Confidently identify several relevant causes and consequences for some of the main events covered. -Study the lives of some significant individuals who contributed to national and international achievements thinking about the consequences of their actions/discoveries etc and their impact on Britain.	-Explain with confidence the significance of particular causes and consequences for many of the key events and developments studied. -Begin to understand that the consequences of one event can become the causes of another.	-Comment independently on the different types of causes and consequences for most of the events covered, including longer and shorter term aspects. -Identify and comment on causes linked to economic, political, military or social reasons. -Understand how some of these causes and consequences are linked to form an historical narrative.

EYFS	Year 1/2	Year 3/4	Year 5/6
Key history Vocab – A long time ago, same, different, change people, lives Content specific vocabPast/now, modern, old, new, yesterday, about me etc Historical skills Vocab – The senses – touch smell, see, hear Discuss, question, find out General – Order, compare	Key history Vocab – History, significant, timeline, order, compare, similar/different, fact/opinion, artefact, event, source, evidence, changes, invention, question, cause, consequence, reason, connections, century/decade, living memory, different time periods	Key history Vocab – Chronological, millennium, century/ decade BC/ BCE AD/ CE, era, time period, similarities differences Prehistoric evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts trends over time influence, significant, impact. Words linked to the local area – West Dean gardens	Key history Vocab – Cause and effect, propaganda, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, Modern British Values, laws.

## Two Year Overview

	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
		<b>The lives of significant individuals</b> Firsts - Wright brothers/Amelia Aerhart/Neil Armstrong/Amy Johnson	<b>The lives of significant individuals</b> Space - Tim Peake/Mae Jemison <b>Events beyond living memory</b> The great fire of London	<b>Changes in Britain from Stone age to Iron age</b>	<b>Non - European society/civilisation</b>
		<b>Events beyond living memory</b> <b>The lives of significant individuals</b> May Anning- Dinosaurs	<b>Changes within living memory</b> Masai tribe	<b>The achievements of earliest civilizations - Ancient Egypt</b>	<b>Britain's settlement by Anglo-Saxons and Scots</b>
		<b>Changes within living memory</b> Our school/West Dean/transport Centurions Way <b>Significant historical events - local history study</b>	<b>Significant historical events - local history study</b>	<b>A local history study</b>	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>
		<b>The lives of significant individuals</b> Arctic explorers Scott	<b>Changes within living memory</b> Masai tribe	<b>Post 1066 study</b> Monarchs	<b>A local history study -</b>
		<b>Significant historical events - local history study - Kings and Queens/Arundel castle</b>	<b>The lives of significant individuals</b> Space - Tim Peake/Mae Jemison <b>Events beyond living memory</b> The great fire of London	<b>The Roman Empire and its impact on Britain</b>	<b>Post 1066 study</b> WW2
		<b>Changes within living memory</b> Toys	<b>Significant historical events - local history study</b>	<b>Changes in an aspect of social history</b> crime and punishment	<b>Ancient Greece</b>