

# Curriculum Progression Frameworks



## History

Strand	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Overview	Intent		<p>At South Molton United Church of England Primary School, every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. Our children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. We prioritise the development of language, the golden thread of our pupils' learning. Children are supported to develop mastery of their learning through a spiral of planned progression throughout our ambitious and carefully designed curriculum. We have identified the big ideas and key learning essential for children to remember, encourage them to make links and build on this further. We adapt learning to meet the needs of all learners. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society. We ensure that our learners have a rich range of experiences on and off our school site to broaden their understanding of the world around them and the range of possibilities at their fingertips. We aim to expand aspiration and world view so that children leaving our school are ready for their next steps, know how to keep themselves and others safe and are respectful of all.</p>						
	Implementation	<p>History is taught in Reception as part of Understanding of the World. As early Historians, our children are introduced to the idea of change over time. We introduce key historical concepts through artefacts, stories and by zooming in on key people. Children work as a class and in groups to explore and discuss ideas and historical provocations are used to inspire their learning in Continuous Provision. Our Key Stage One and Two learners experience two or three units of History in each year throughout their school experience. Our pupils are introduced to the 'Big Ideas' in History and revisit these when beginning a new unit. Our pupils learn about history in a range of ways including using a range of sources and evidence and visiting key places of historical significance. Our learners demonstrate their understanding through writing, drawing, investigation, discussion and explanation of their understanding. We highlight important vocabulary for our pupils to understand, define and use. We map the learning as it grows in a shared mind map to help our learners make links in their understanding and remember key forever facts. We celebrate learning with a showcase at the end of each unit and add these to our 'Big Ideas' log on which to build future learning. Our mind map tool supports our learners to remember key forever facts as we use it to spiral back to our prior learning between each History session.</p>							
Disciplinary Knowledge – Second Order Concepts (Taught through units)	Sources and Evidence	<p>Fiction picture book stories Traditional nursery rhymes Non-fiction reference books Photographs Pictures of artefacts Films – modern and Pathé News Paintings and portraits</p> <p><b>See EYFS Overview-</b> Understanding the World is a specific area of learning and is embedded throughout the EYFS in Continuous Provision interweaved with developing children's awe, wonder &amp; communication &amp; Language</p>	<p>Photographs Paintings Statues Sculpture Maps Murals Buildings Engravings Books Music Toys Games Films Oral histories Television shows (KS1 – Unit 5) (KS1 – Unit 2)</p>	<p>Photographs Films Paintings Woodcut prints Letters Maps Paintings and portraits Statues Letters Artefacts Propaganda posters Film (KS1 – Unit 6) (KS1 – Unit 1)</p> <p>(KS1-Unit 9)</p>	<p>Maps Artistic representations and reconstructions Cartoons Posters Photographs Artefacts Modern artistic representations and reconstructions of people, places and events. Photographs Engravings Paintings Stained glass windows Written documents – speeches, journals, manuscripts (LKS1 – Unit 1) (LKS1 – Unit 5)</p>	<p>Maps Modern artistic representations and reconstructions of people and places Photographs Artefacts Engravings Written documents – speeches, journals, manuscripts Statues and busts Maps Paintings Stained glass windows Tabular and graphical data – climate graphs (LKS1 – Unit 4) (LKS1 – Unit 6)</p>	<p>Maps Journal entries Sketches Sculptures Hieroglyphics Figurines Ancient codex Artefacts Paintings Engravings Mosaics Statues Maps Manuscripts Written account (UKS2 – Unit 1) (UKS2 – Unit 5)</p>	<p>Diaries Sketches Engravings Paintings Pamphlets Posters Flow charts Multiple line graphs Newspaper reports Photographs Interpretations of hieroglyphics Maps Artefacts Murals Forensic reports Books Historical fiction (UKS2 – Unit 9) (UKS2 – Unit 10)</p>	
	Historical interpretation	<p>Pupils begin to lay the foundations of their historical knowledge of significant people, places and events in the past as they start to <b>recognise, identify, describe and compare information</b> from <b>a number of different historical sources</b> about how people lived at different times in the past, <b>using a range of simple but accurate subject vocabulary.</b></p>		<p>Difference between primary and secondary accounts of the Titanic (KS1 – Unit 9)</p>	<p>Know how archaeologists use artefacts to understand life in Stone Age Britain. (LKS2 – Unit 1)</p>	<p>Know why so much evidence remains today in Britain of the Roman occupation (LKS1 – Unit 4)</p>	<p>Know who Howard Carter was and his work as an archaeologist (UKS2 – Unit 9)</p>	<p>Know the difference between a myth and legend. (UKS2 – Unit 5)</p>	
	Cause and consequence	<p>Pupils begin to lay the foundations of their historical knowledge of significant people, places and events in the past as they start to <b>recognise, identify, describe and compare information</b> from <b>a number</b></p>	<p>Know the impact of Tim Berners-Lee on toys and games (KS1 – Unit 5)</p>	<p>Why so many emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times. (KS1 – Unit 9)</p>	<p>Know why Romans left Britain in AD 410. (LKS2 – Unit 5)</p> <p>Know why Anglos Saxons settled in England after the Romans began to leave. (LKS2 – Unit 5)</p>	<p>Know why most Romans eventually left Britain and returned to Rome. (LKS2 – Unit 4)</p> <p>Know the motives of the Norsemen who invaded Britain</p>		<p>Know the cause of the Great Bubonic Plague of 1665. (UKS2 – Unit 10)</p>	

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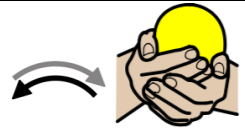

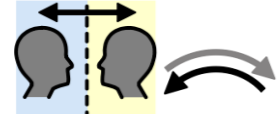
# History

		<b>of different historical sources</b> about how people lived at different times in the past, <b>using a range of simple but accurate subject vocabulary.</b>				in the eighth and ninth centuries. (LKS2 – Unit 6)  Know why William of Normandy invaded England in 1066. (LKS2 – Unit 6)		
	<b>Continuity and change</b>	Pupils begin to lay the foundations of their historical knowledge of significant people, places and events in the past as they start to <b>recognise, identify, describe and compare information</b> from <b>a number of different historical sources</b> about how people lived at different times in the past, <b>using a range of simple but accurate subject vocabulary.</b>	Compare and contrast toys and games from the 1960s to toys and games from today. (KS1 – Unit 5)		Know how and why life for Ancient Britons changed from the Old to New Stone Age. (LKS1 – Unit 1)	Know how and why the Romans designed and built many towns in Britain (LKS1 – Unit 4)	Know the range of likely causes of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100 (UKS2 – Unit 1)	Know some of the major medical milestones of the last 250 years. (UKS2 – Unit 10)
	<b>Similarity and difference</b>	Pupils begin to lay the foundations of their historical knowledge of significant people, places and events in the past as they start to <b>recognise, identify, describe and compare information</b> from <b>a number of different historical sources</b> about how people lived at different times in the past, <b>using a range of simple but accurate subject vocabulary.</b>		Know some similarities and differences between explorers from different times in the past. (KS1 – Unit 1)  Know examples of the extremes of wealth and poverty in Britain during the Edwardian era. (KS1 – Unit 9)	Know similarities and difference between Stone Age winter and summer camps. (LKS1 – Unit 1)  Know how ordinary people were affected by England's conversion to Christianity. (LKS1 – Unit 5)	Know about the lifestyle of many high-status Romans living in Britain (LKS1 – Unit 4)  Know how Norse settlements compared with traditional Anglo-Saxon homes. (LKS1 – Unit 6)  Know why King Alfred of Wessex has the title 'Great' (LKS1 – Unit 6)		
	<b>Historical Significance</b>	Pupils begin to lay the foundations of their historical knowledge of significant people, places and events in the past as they start to <b>recognise, identify, describe and compare information</b> from <b>a number of different historical sources</b> about how people lived at different times in the past, <b>using a range of simple but accurate subject vocabulary.</b>	Know why key figures studied are considered significant by historians. (KS1 – Unit 2)  Know the significance of key events in the 1960s. (KS1 – Unit 5)	Know why some explorers are considered to be particularly significant. (KS1 – Unit 1)  Know why each of the places, individuals and events studied are so important to the local area. (KS1 – Unit 6)	Know why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain. (LKS2 – Unit 5)	Know who Boudica was and explain why she was such a threat to the Roman settlement of Britain. (LKS1 – Unit 4)  Know the significance of the Viking attack on Lindisfarne in 793. (LKS1 – Unit 6)	Know the significance of the discovery of the tomb of Tutankhamun in 1922. (UKS2 – Unit 9)  Know the significance of the Valley of Kings to Pharaohs. (UKS2 – Unit 9)	Know the significance of what Edward Jenner discovered in 1796. (UKS2 – Unit 10)
<b>Key Knowledge, Chronology and Substantive Concepts</b>	Key Knowledge	<b>Autumn term</b>  <b>What is my past?</b>  Know that the past was then & present is now  Know how we are all different	<b>Autumn term</b> <b>Local History</b> <b>Why is the history of South Molton significant?</b>  Know that South Molton is a town in North Devon, England and that it has changed over the years.  Know how Hugh Squier became a wealthy man who built the first school in South Molton.  Know why Hugh Squier is a famous local person	<b>Spring term</b> <b>Greatest Explorers</b> <b>What does it take to be a great explorer?</b>  Know why Ranulph Fiennes made it into the Guinness World Records book.  Know that explorers like Ibn Battuta have courage, curiosity and resilience to succeed.  Know why Neil Armstrong's small step was a giant leap for mankind.	<b>Spring term</b> <b>Stone Age</b> <b>How did life change for Ancient Britons during the Stone Age?</b>  Know why most Ancient Britons in the Old Stone Age were hunter gatherers.  Know the difference between Stone Age winter and summer camps.  Know how and why life for Ancient Britons changed from the Old to New Stone Age.	<b>Spring term</b> <b>Anglo Saxons</b> <b>Who were the Anglo Saxons and how do we know what was important to them?</b>  <i>Know why most Romans eventually left Britain and returned to Rome. (cf LKS2 – Unit 4)</i>  Know why the Anglo Saxons chose to live in villages rather than towns.  Know that England converted to Christianity after the arrival of Augustine.	<b>Spring term</b> <b>Maya</b> <b>Why did the ancient Maya change their life?</b>  Know that the ancient Maya were an ancient civilisation from Central America.  Know how the ancient Maya farmed and lived.  Know why the ancient Maya abandoned their jungle cities.	<b>Autumn term 1</b> <b>The Trojan Horse</b> <b>The story of the Trojan Horse – fact, myth or legend?</b>  Know why Greece became one of the most important places in the ancient world.  Know the major achievements of the Ancient Greece civilisation.  Know why the city of Sparta and Troy began a war that lasted ten years.  Know the story of the Trojan Horse.

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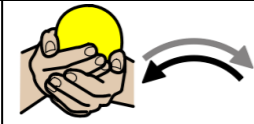
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	<b>Chronology</b>	Recognise some of the ways in which they are now <b>different</b> from how they were as a baby.		Know the dates of significant explorers: Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong.	Know that time can be divided up into history, prehistory and deep time. Know the three periods and dates of the Stone Age in Britain.	Roman withdrawal c. AD 410 Augustine arrives in Britain 597.	The abandonment of ancient Maya jungle cities between AD 900-1100	Ancient Greek civilisation. The siege of Troy.				
	<b>Big Ideas</b> 	 Changes & belonging	<b>Conflict</b> <b>Power (Monarchy)</b>	<b>Trade</b> <b>Discovery</b>	<b>Society/ (Settlement Migration)</b> <b>Trade (Agriculture)</b>	<b>Society (Settlement Migration)</b> <b>Conflict</b> <b>Power (Monarchy)</b>	<b>Society (Migration)</b> <b>Conflict</b> <b>Trade (Agriculture)</b>	<b>Conflict</b> <b>Power (Monarchy)</b> <b>Society</b>				
	<b>Vocabulary</b>	changes same different past present future Young Old	Past Present Mansion Merchant Convert	Explore Voyage Pioneer New World Navigate	Merchant Indigenous Mission Motive	Chronological Anachronism Reconstruction Hunter-Gatherers Old Stone Age	New Stone Age Palaeolithic Neolithic Weapons Agriculture Permanent	Romans Saxons Settlements Angles Jutes Pagan	Christianity Monasteries Nuns Monks Abbey The Pope	Sources Empathy Civilisation Society Interdependence Overpopulation Agriculture	authentic accurate kingdoms government expedition capture siege starvation	surrender reliable interrogate subterfuge perspective negotiation envoy
<b>Assessment</b>		So... What is my past? Present & recall learning from the schema  Me now and then: talking about how they have changed from a baby photo and first day at school photo comparison.	Class map of local History of Devon facts	Comparing what elements are needed to be a great explorer.	Discussion 'How were people living at the end of the stone age different from those at the start'.	Present artefacts from Sutton Hoo, explaining what it is and how it shows what was important to the Anglo-Saxons.	Jigsaw to share the interrelated aspects of the movement of the Maya from their jungle cities.	Create a presentation about the Trojan Horse to justify our opinions with evidence and present to our class.				
	<b>Key Knowledge</b>	<b>Spring term</b> <b>Same but different artifacts: How have things changed from the past?</b>  Know why items have changed from the past to the present.	<b>Spring term</b> <b>History makers</b> <b>Who is the greatest history maker?</b>  Know that Guy Fawkes plotted to blow up the Houses of Parliament in 1605.  Know how Malala Yousafzai was so brave.  Know that Marie Curie contributed towards finding treatments for cancer.	<b>Summer Term</b> <b>The Titanic</b> <b>Why did Delia buy a new hat?</b>  Know examples of the extremes of wealth and poverty in Britain during Edwardian times (1901-1910)  Know why emigrants left Britain and Ireland to make a new life in the USA.  Know the events of the maiden voyage of the Titanic and why it sank.	<b>Summer Term</b> <b>Romans</b> <b>How did the arrival of the Romans change Britain?</b>  <i>Know what an empire is.</i>  Know some reasons why Claudius invaded Britain in AD 43.  Know who Boudica was.	<b>Summer term</b> <b>Vikings</b> <b>What did the Vikings want and how did Alfred help to stop them getting it?</b>  Know who the 'Vikings' were and where their original homelands can be found today.  Know how Anglo Saxons resisted invasion and occupation by Norsemen.  Know why William of Normandy invaded England in 1066.	<b>Summer term</b> <b>Ancient Egyptians</b> <b>What happened to the boy behind the golden mask?</b>  Know the main events of the Ancient Egyptian civilisation.  Know the religious beliefs of Ancient Egyptians.  Know the significance of the discovery of the tomb of Tutankhamun in 1922.	<b>Autumn term 2</b> <b>The role of the British Empire in War</b> <b>What was the role of people across the British Empire in WW1 and 2?</b>  Know why the UK wanted an Empire and the impact on people in those countries.  Know that soldiers from across the empire supported the UK in WW1 and 2.  Know how people from the empire were treated differently from soldiers from the UK.				
	<b>Chronology</b>	That some objects have changed from the past.	Know the dates of significant individuals: Guy Fawkes, Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I.	Know the dates of the Edwardian period of history. Know the date of the sinking of the Titanic.	now BC/AD  Claudius' invasion (AD 43) Boudica rebellion (c. AD 60) Hadrian's wall (AD 122) Roman withdrawal (c. AD 410)	The Viking attack on Lindisfarne in 793. King Alfred of Wessex. The Norman Conquest of 1066.	Main events of the Ancient Egyptian civilisation from 6000 BC to 32 BC.  Tutankhamun dates (accession and death).  Discovery of the tomb of Tutankhamun (1922).	Know the British Empire began in the 16th century and lasted until the middle of the 20th century Queen Victoria The industrial revolution World War One (1914-1918) World War Two (1939-1945)				
	<b>Big Ideas:</b> 	 Opposite (Contrast) Change	<b>Conflict</b> <b>Discovery (Medicine)</b> <b>(Power Monarchy)</b>	<b>Society (Migration)</b> <b>Trade (Industrial)</b>	<b>Origins (Society Settlement)</b> <b>Conflict</b> <b>Trade</b>	<b>Society (Settlement)</b> <b>Conflict</b> <b>Power (Monarchy)</b>	<b>Power (Monarchy)</b> <b>Conflict</b> <b>Discovery (Disease)</b> <b>Society</b> <b>Trade (Agriculture)</b>	<b>Society</b> <b>Conflict</b>				

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	<b>Vocabulary</b>	Change Artifact Past Present Future Same Different	Conspiracy Discrimination Famous Infamous Lawful Motive	Parliament Pharoah Pirate Privateer Unlawful	Period Poverty Emigrant Immigrant Voyage	Domestic servant Embark Disease Starve	Natural resource Occupied Epitome Pacify Uprising Plebian Lanista	Invasion Scandinavia Longships Norsemen Myth	Migration Temperature Settlements Battle	Artefact Pharoah Sarcophagus Embalming Desiccate Malaria Forensic	Average Communal Epidemic Mortality Antibiotic Inoculate Microbes
<b>Assessment</b>		<u>Spring Term</u> So... How have items changed from the past to the present? Artefact Chat.  Recall facts using the schema.	Who is the greatest History maker debate?	Write a report of events that happened in the Edwardian period.	Battle/debate 'Celts V Romans'. Comparison	Present a Viking long boat (artefact)	To write a short scene for a documentary about what happened to the boy in the Golden Mask. Diagrams and images to support.	Collective worship on Remembrance Day focusing on the British Empire. Debate on positive and negatives of the British empire.			
	<b>Key knowledge</b>	<b>Summer term</b> <b>Who wears the crown?</b>  Know that King Charles III is our present king.  Know how the Crown Jewels are kept safe	<b>Children in war (War project)</b>	<b>Autumn term</b> <b>Animals in WW1</b> <b>Why was Charles sent to prison?</b>  Know how animals were used in a variety of roles in the First World War.  Know why messenger pigeons were so important to the Allies during the First World War.  Know how life changed for people living in Britain during the war and what children's lives were like.	<b>Woman in war project</b>	<b>Evacuees (War project)</b>	<b>Battle of Britain (War project)</b>	<b>Summer term</b> <b>Medical Breakthroughs</b> <b>How have medical breakthroughs of the last 250 years affected life in Britain?</b>  Know that life expectancy in Britain remained low until the beginning of the 1800s.  Know how the bubonic plague of 1665 was caused.  Know why Edward Jenner's discovery was important.			
	<b>Chronology</b>	Know about key events in own life and be able to sequence these  That some events were in past – some longer ago than others.						Bubonic Plague – 1665  Edward Jenner – 1796.  Major medical milestones in last 250 years. Bubonic Plague – 1665  Edward Jenner – 1796.  Major medical milestones in last 250 years.			
	<b>Big Ideas:</b> 	 Belonging & Changes	<b>Society</b>	<b>Conflict</b> <b>Society</b>	<b>Conflict</b>	<b>Society</b>	<b>Conflict</b> <b>Society</b>	<b>Conflict</b> <b>Society</b>  <b>Discovery</b> <b>(Medicine/Disease)</b> <b>Trade</b> <b>(Agriculture)</b>			
	<b>Vocabulary</b>	Belonging Same Different special Monarch	Crown Jewels Coronation	Aristocracy Commemorate Communicate Western Front Allies Capsule	Decode Patriotic Rationing Memorial Cypher			Empire Exports Manufacture Crown Domination Prejudice			
	<b>Assessment</b>	<u>Summer term</u> So... who does wear the crown? Recall facts using the schema.		<u>Autumn Term (War Project)</u> Information text and presentation about animals in WW1			<u>Autumn (War Project)</u> Diary entry of a day in the life during the battle of Britain	<u>Summer term</u> Create a timeline showing the major medical breakthroughs of the last 250 years			
<b>Assessment</b>	<b>Assessment for Learning – what is done?</b>	We use partner talk along with our School Talk Expectations which enables the children to discuss, explain and present their ideas. We use careful questions to elicit children's responses and encourage them to probe further to add to each other's ideas. We use quick feedback techniques such as 123 show me with mini-whiteboards to screen responses from the children. We record learning using Tapestry, our digital learning record. Subject leads are invited to Showcase opportunities and learning organisers are used to prompt pupil voice conversations around this learning. We spiral back to prior learning recapping forever facts from sequences learned before and follow learning of our big ideas from Reception to Year Six.									

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	Assessment as Learning - e.g low stakes quizzes	
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