



Curriculum and Progression in History

Intent:

The intention of the history curriculum is to be organised sequentially, so that children can build on existing knowledge, and have opportunities to extend their learning each year. The content is designed to engage and enthuse children about their learning, fostering a natural curiosity about the different time periods studied and how things have changed for the people living in them, both in living memory and beyond. Also the research and investigative tasks are designed so children gain the confidence and transferable skills (reading and writing) to investigate and find out the information they are interested in. Local history topics are intended to increase the children's feeling of history being part of their local culture and encourage a deeper interest in the subject.

Year A/B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Early years	Daily routines/sequencing	Bonfire/Christmas traditions	Curiosity: items from the past	Curiosity: items from the past	Transport from the past	Special memories from across the year
Year A	Y1/2 - Grace Darling	Y3/4 - The Victorians (Lord Armstrong)	Y3/4 - European Locality Sweden	Y3/4 - Non-European Locality Argentina	Y1/2 - Communication Y3/4 - Iron Age to Stone Age	Y1 - Transport Y3/4 - The Vikings
Year B	Y1/2 - Famous People	Y3/4 - WW1			Y1 - Houses / Homes / Castles Y3/4 - Anglo Saxons	Y1 - Great Fire of London Y3/4 - Romans in Northumberland

What will a Rothbury First School Historian look like?			
	At the end of Reception they will have the following knowledge:	At the end of Year 2 they will have the following knowledge:	At the end of Year 4 they will have the following knowledge:
Being a Historian	<p>Pupils should be able to develop an understanding of the world and begin to make sense of their own life story and family history.</p> <p>Children should be able to comment on images of familiar situations, compare and contrast characters from stories, including figures from the past. By the end of the year all children should be able to talk about the lives around them and their roles in society, know similarities and differences between things in the past and now, drawing on their experience what have been read in clas and 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>At Key Stage 1, pupils in the Morpeth Partnership are taught about:</p> <ul style="list-style-type: none"> • Changes within living memory - Transport and Communication • Events beyond living memory that are significant nationally or globally - Great Fire of London • 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. - Grace Darling 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of mainly British, but also some local and world history. They should begin to note similarities and contrasts over time and develop some appropriate use of historical terms. They should address and sometimes in class discussions, devise historically valid questions about the time periods studied including references to similarities and differences. They should construct informed responses based on provided, appropriate historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>At Key Stage 2, pupils in the Morpeth Partnership are taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age - Rothbury First School • The Roman Empire and its impact on Britain - Rothbury First School • Britain's settlement by Anglo Saxons and Scots - Rothbury First School • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Rothbury First School • A local history study - Rothbury First School - Lord Armstrong • A study of an aspect or theme in British history that extends pupils' chronological

		<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality - Grace Darling 	<p>knowledge beyond 1066 - Rothbury First School - WWI - Dr Thomlinson WWII</p> <ul style="list-style-type: none"> • The achievements of the earliest civilisations e.g Ancient Egypt - Dr Thomlinson • A study of Ancient Greece - a study of Greek life and their achievements and influence on the Western World - Dr Thomlinson • A non- European society that provides contrasts with British history Please see the table below to see how this content is covered in our partnership - Dr Thomlinson - Mayans
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Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4
Historical Understanding <i>Understanding of changes through time</i>	<ul style="list-style-type: none"> • To begin to differentiate between the past and present events in their own lives and in the lives of family members • They understand similarities and differences between themselves and others, those of other members of the family or friends and among families, communities and traditions 	<p>To begin to describe similarities and differences in artefacts.</p> <p>To use a range of sources to find out characteristics of the past and why people did things in the past.</p>	<p>To find out about people and events in other times.</p> <p>To be able to confidently describe similarities and differences from a collection of artefacts. To develop a sense of empathy.</p>	<p>To find about everyday lives of people in the timeframes studied.</p> <p>To compare with our life today.</p> <p>To identify reasons for and results of people's actions.</p> <p>To understand why people may have had to do something.</p>	<p>To use evidence to reconstruct life in time studied.</p> <p>To identify key features and events.</p> <p>To look for links and effects in times studied.</p> <p>To offer a reasonable explanation for events.</p>
Concepts <i>Chronology</i>	<ul style="list-style-type: none"> • Questions to investigate 'What do you think?', 'Tell me 	<p>To sequence events or objects in chronological order.</p>	<p>To sequence artefacts closer together in time.</p> <p>To sequence events.</p> <p>To sequence photographs from</p>	<p>To place the time studied on a timeline.</p> <p>To sequence events or artefacts.</p> <p>To use dates related to the passing of</p>	<p>To place events from the period studied on a timeline.</p> <p>To use terms related to the period and begin to date events.</p>

	more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' ● Language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then'		different periods in their life. To discuss memories of key events in lives.	time.	To understand more complex terms e.g BC & AD.
Sources <i>Significant Time Periods</i>		To understand what a source is and what it is showing. To use a range of sources as possible to ask and answer questions related to different sources and objects.	To learn from a historical source through questions such as why, what, who, how and where? To discuss the effectiveness of sources.	To use a range of sources to find out about a period in history. To make inferences from sources.	To use sources to build up a picture of a period in time. To use sources to explain ideas and present a picture of one aspect of life in time past.
Interpretations <i>Being a Historian</i>		To begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past.	To compare pictures and / or photographs of people and events in the past. To be able to identify different ways to represent the past.	To identify and give reasons for different ways in which the past is represented. To distinguish between different sources and evaluate their usefulness. To look at representations of the period e.g museum, cartoons.	To look at the evidence available. To begin to evaluate the usefulness of different sources. To compare similarities and differences between interpretations including those of historians.

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
Today, past, present, individual, family, then, now, same, different, order, timeline, sequence, culture, significant events, people, communities,	Year, ancient, timeline, different, living memory, inventions, decade, modern, generation, photograph, century, long ago, similar, memories,	Year, ancient, timeline, different, living memory, inventions, decade, modern, generation, photograph, century, long ago, similar, memories,		artefact, conflict, conquest, empire, settlement, military, century, decade, colony, monarchy, society, parliament, political,

culture, relations, long ago, parent, calendar, Yesterday, week, old, grandparent, memory, tomorrow, future, month, new/recent, great grandparent, lifetime, remember	camera, artefact	camera, artefact, enemy, ruler, rules/law, war, peace, religion, monarchy, government, parliament, timeline, chronology, period/era, parliament, diary, significant, investigate, research, evidence, historians, experts, letters, newspapers.		migration, immigration, court, emperor, democracy, era, invaders, settlers, settlement, chronological, civilisation, primary, secondary, source, reliability, period/era
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