

| CURRICULUM SUBJECT   | History   |  | SUBJECT LEAD  |  | Emily Roberts and Liz Grange   |  |   |
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| <p>What are the end points in the subject you lead?</p>                                    | <ul style="list-style-type: none"> <li>To 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.</li> <li>To 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.</li> <li>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</li> <li>To 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. To 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</li> <li>To 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.</li> </ul> |  |   |  |  |  |   |
| <p>How is the curriculum at Woodley Primary School sequenced towards those end points?</p> |   |  |   |  |  |  |   |
| Knowledge and Skills   | EYFS  | Year 1   | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
| Knowledge of events  | <p>UW:</p> <ul style="list-style-type: none"> <li>ELG - They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>  | <p>Changes within living memory.</p> <ul style="list-style-type: none"> <li>Locality – Woodley precinct shop</li> </ul> <p>Events beyond at are significant nationally/ globally.</p> <ul style="list-style-type: none"> <li>First landing on moon/first flight</li> </ul> <p>The lives of significant individuals</p> | <p>Events beyond living memory that are significant nationally/globally.</p> <ul style="list-style-type: none"> <li>Great Fire of London</li> <li>Gunpowder plot</li> </ul> <p>The lives of significant individuals in the past who have contributed to</p> | <p>Changes in Britain from Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> <li>When would you prefer to live?</li> <li>Which Ancient Civilisation has the</li> </ul> | <p>Roman Empire and its impact in Britain.</p> <ul style="list-style-type: none"> <li>How did the Ancient Greeks influence us?</li> <li>What did the Romans do for Britain?</li> </ul> | <p>Britain's settlement by Anglo-Saxons and Scots.</p> <ul style="list-style-type: none"> <li>?</li> </ul> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p> | <p>An aspect in British history that extends pupils chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>Wars through time.</li> </ul> |

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|        | <p>People and communities:</p> <ul style="list-style-type: none"> <li>• ELG - Children talk about past and present events in their own lives and in the lives of family members.</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> | <p>in the past who have contributed to national/international achievements.</p> <ul style="list-style-type: none"> <li>• Significant people – Neil Armstrong/ Amy Johnson</li> </ul>                                      | <p>national/international achievements.</p> <ul style="list-style-type: none"> <li>• Remembrance Day</li> <li>• Rosa Parks</li> <li>• Ernest Shackleton</li> </ul> <p>Significant historical events/ people/ places in their own locality</p> <ul style="list-style-type: none"> <li>• Hat works</li> <li>• Plane crash</li> </ul> | <p>most impact in our lives today?</p>  |  | <ul style="list-style-type: none"> <li>• Differences between the Mayas compared to living in the Stone Age Britain.</li> </ul> <p>A study of an aspect of history dating from a period beyond 1066 that is significant in the locality.</p> <ul style="list-style-type: none"> <li>• Samuel Oldknow</li> </ul> |   |
| Skills | <p><u>Playing and exploring-</u><br/>Showing curiosity about objects , events and people.<br/>-Taking on a role in their play.<br/><u>Active Learning-</u><br/>Showing high levels of fascination. Paying</p>  | <ul style="list-style-type: none"> <li>• Use everyday language related to time</li> <li>• Be curious about people and show an interest in stories</li> <li>• Know that information can be retrieved from books</li> </ul> | <ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical term.</li> <li>• Develop an awareness of the past.</li> <li>• Know where all people/events studied fit into a chronological framework</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop the appropriate use of historical terms.</li> <li>• To understand that the past is divided into differently named</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to develop the appropriate use of historical terms.</li> <li>• Establish clear narratives within and across</li> </ul> | <ul style="list-style-type: none"> <li>• Present recalled or selected information in a variety of ways using specialist terms.Tell the story of events within and</li> </ul>   | <ul style="list-style-type: none"> <li>• Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/</li> </ul> |

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|  | <p>attention to details<br/> <u>Creating and Thinking Critically-</u> Having their own ideas.<br/>         Making Links.</p> |  | <ul style="list-style-type: none"> <li>• Identify similarities /differences between periods.</li> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Ask and answer questions, choosing &amp; using parts of stories and other sources of information to show I know and understand key features of events.</li> </ul> | <p>periods of time and use some dates to explain British, local and world history.</p> <ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time</li> <li>• To answer and sometimes devise own historically valid questions.</li> <li>• To use one or more source of information to help me answer questions about the past in sentences.</li> </ul> | <p>periods studied.</p> <ul style="list-style-type: none"> <li>• Present recalled or selected information in a variety of ways using specialist terms.</li> <li>• Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</li> <li>• Begin to use place value in the context of timelines.</li> </ul> | <p>across the time periods I have studied.</p> <ul style="list-style-type: none"> <li>• Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</li> <li>• Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</li> <li>• To know how our knowledge of the past is constructed from a</li> </ul> | <p>periods e.g. century, decade</p> <ul style="list-style-type: none"> <li>• Identify specific changes within and across different periods over a long arc of development</li> <li>• Discuss trends over time I can see the relationship between different periods and the legacy or impacts for me and my identity.</li> <li>• Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</li> <li>• Use/apply mathematical skills</li> </ul> |
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|  |  |  |  |  |  | range of sources. | when placing events in chronological order, using place value, negative nos. etc. |
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[https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2019-20/Progression in History under the 2014 National Curriculum.pdf](https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2019-20/Progression%20in%20History%20under%20the%202014%20National%20Curriculum.pdf)