

Atwood Primary Academy – History Curriculum and Progression

History draws upon concepts that give it its identity as a discipline. The main concepts are: **Accounts** [interpretations]; **Causation** [cause and effect, consequence]; **Chronology** [time, sequence, dates]; **Evidence** [sources, clues, and enquiry]. Further concepts: Questions, *discussion and reporting*; Answers, *inference, argument, listening, explanation, opinion and uncertainty*; *Thinking about the value and status of sources*; *Interpretations and accounts: the historian combines sources to create their histories*; *Competing and contrasting interpretations*;

Over time the children should make progress in their ability to understand these concepts and apply them to their historical study.

Theme	Possible key aspects to study	Chronological understanding	Knowledge, Causation and Interpretations (accounts, cause & effect)	Historical enquiry - evidence (sources, clues, enquiry)
Year 1				
What has changed since our Grandparents were young?	Events within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality. <i>Changes in school life; Changes to the school building. Changes in shops on Limpsfield Road.</i>	Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born?	Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? Further Challenge: Can they explain why certain objects were different in the past, e.g. irons, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? • Do they know who will succeed the queen and how the succession works?	Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using a artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? Further Challenge: Can they answer questions using a range of artefacts/ photographs provided? • Can they find out more about a famous person from the past and carry out some research on him or her?
Queens From the Past (Significant person from history)	Significant people from history some of which should be used to compare aspects of life in different periods. <i>Comparing Elizabeth I, II and Queen Victoria</i> <i>Look at what life was like in these different times.</i>			
How have holidays changed?		Further Challenge: Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past?		

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Year 2				
People from the Past & Great Fire of London (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. Edith Cavell; Florence Nightingale Samuel Pepys; Edward Jenner	Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order?	Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament?	Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
The Magic Toymaker	Exploring how toys have changed over time.	Further Challenge: Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened?	Further Challenge: Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing?	Further Challenge: Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
From A-B – Transport over time (events beyond living memory that are significant nationally or globally)	Comparing transport from the past with today. Flight – first flight. Transatlantic flight.			

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Year 3				
Ancient Civilisation: Ancient Egyptians		<ul style="list-style-type: none"> •Can they describe events and periods using the words: BC, AD and decade? •Can they describe events from the past using dates when things happened? •Can they describe events and periods using the words: ancient and century? •Can they use a timeline within a specific time in history to set out the order in which things may have happened? •Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> •Have an overview of when and where the first civilisations appeared. •Achievements of civilisation being studied •Do they recognise that the lives of wealthy people were very different from those of poor people? 	<ul style="list-style-type: none"> •Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? •Can they use various sources of evidence to answer questions?
The Roman Empire & its impact on Britain	<p>Julius Caesar's attempted invasion in 55-54 BC</p> <ul style="list-style-type: none"> •the Roman Empire by AD 42 and the power of its army •successful invasion by Claudius and conquest, including Hadrian's Wall •British resistance, e.g. Boudica •"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Further Challenge:</p> <ul style="list-style-type: none"> •Can they set out on a timeline, within a given period, what special events took place? •Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? 	<p>Can they recognise that Britain has been invaded by several different groups over time?</p> <ul style="list-style-type: none"> •Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? •Can they suggest why certain events happened as they did in history? •Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> •Can they use various sources to piece together information about a period in history? •Can they research a specific event from the past? •Can they use their 'information finding' skills in writing to help them write about historical information? •Can they, through research, identify similarities and differences between given periods in history? <p>Further Challenge:</p> <ul style="list-style-type: none"> •Can they begin to use more than one source of information to bring together a conclusion about an historical event? •Can they use specific search engines on the Internet to help them find information more rapidly?

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Year 4				
Changes in Britain from the Stone Age to the Iron Age	Changes in tools, houses and cooking over the period late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae •Bronze Age religion, technology and travel, e.g. Stonehenge •Iron Age hill forts: tribal kingdoms, farming, art and culture	<ul style="list-style-type: none"> •Can they place periods of history on a timeline showing periods of time? •Can they link civilisations in different parts of the world on a timeline? •Can they use their mathematical skills to round up time differences into centuries and decades? <p>Further Challenge</p> <ul style="list-style-type: none"> •Can they use their mathematical skills to help them work out the time differences between certain major events in history? •Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> •Do they appreciate that the early Britons would not have communicated as we do or have eaten as we do? •Can they begin to picture what life would have been like for the early settlers? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? •Do they appreciate that the food people ate was different because of the availability of different sources of food? <p>Do they know that people who lived in the past cooked differently?</p>	Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? <i>Do they know new ways that archaeologists are finding out about the past? (e.g. Laser mapping)</i> Can they give more than one reason to support an historical argument? (E.g. <i>Different ideas around use of Stonehenge or end of the Maya</i>) •Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
The Maya (non-European society study)	Where and when the Maya lived. Achievements of the ancient Maya and their culture. The Maya perspective of time, the calendar system, writing, maths and the environment. Comparisons with Stone Age society in Britain.		<ul style="list-style-type: none"> •Can they explain how events from the past have helped shape our lives? (<i>E.g. foods, maths</i>) •Do they appreciate that the food people ate was different because of the availability of different sources of food? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? (<i>Explore how knowledge of this civilisation has changed as found new evidence</i>) •Can they suggest why certain events happened as they did in history? (<i>e.g. Why the Maya civilisation ended?</i>) 	
Explorers & Adventurers (Strong Geography focus unit)	About explorers and adventurers in the past with a particular focus on Age of Exploration and discovery of Americas to link with Maya		<ul style="list-style-type: none"> •Do they appreciate that the food people ate was different because of the availability of different sources of food? •Do they know that people who lived in the past travelled differently? 	<i>Can they gather information from secondary sources?</i> <i>Can they raise questions (about explorers) to lead research?</i> <i>Can compare different accounts of explorations and events?</i>

	<p>How explorers told the time and navigated at sea and how this changed over time. Life on board a ship. Impact exploration had on societies. <i>(Possible explorers to study: Ibn Batuta, Zheng He, Hernán Cortés, Sir Francis Drake, Captain Cook, (Darwin looked at in Year 6). Try to ensure a range of cultural backgrounds for explorers rather than just European)</i></p>		<ul style="list-style-type: none"> • Can they describe how early explorers navigated? • Can they appreciate what life on board a ship in the 14th and 15th century might have been like? • Can they comment on why people explored? • Can they comment on the impact of exploration? (Causes and effects) 	<p>Further Challenge: Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>
<p>Sanderstead – A Walk through time (Local History)</p>	<p>Learn about the key historical periods for the local area. Sanderstead over time. Use the houses and buildings in Sanderstead to find out about different British historical time periods. Kings & Queens of GB; houses over time. Build on learning from Year 1 & Prehistoric period.</p>	<p>Can they create a timeline for Sanderstead which links with previous historical periods they have studied so far? (E.g Were there Stone Age people in Sanderstead? Who was king when the church was built?)</p>		<p>Gather information about the history of an area using secondary sources and first-hand information (houses, photographs)</p>

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Year 5				
Victorians (Local History)	<p>A significant turning point in British history, e.g. the first railways Build on Sanderstead local history in Year 4. Focus on Victorian transport, inventions, Crystal Palace. School, Work. (This is a deeper local study on one particular historical period. Build on study of transport in Year 2.)</p>	<ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and differences as need be? <p>Further Challenge: • Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? (E.g. <i>Compare Victorian times with previous historical periods. Refer back to Romans, Stone Age</i>) • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? <p>Can they explain why the population of Sanderstead grew at different times? Can they explain why the railways were built? Can they describe the impact of the railways on people's lives?</p> <p>Further Challenge: Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p>	<ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? (Why did the population increase in xxxx?) • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? • Do they understand the usefulness of census information for finding out about the past? • Can they use historical maps to find out about historical changes?
Anglo-Saxons Britain's settlement by Anglo-Saxons and Scots	<p>Could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <ul style="list-style-type: none"> • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life 	<p>Can they use dates and historical language in their work?</p> <ul style="list-style-type: none"> • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and 	<p>Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Can they describe historical events from the different period/s they are studying/have studied?</p>	<p>Can they test out a hypothesis in order to answer a question?</p> <ul style="list-style-type: none"> • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

	<ul style="list-style-type: none"> • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	<p>differences as need be?</p> <p>Further Challenge: Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<ul style="list-style-type: none"> • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? 	
<p>Vikings, Anglo Saxons and 1066</p>	<p>This could include:</p> <ul style="list-style-type: none"> • 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 in 1066 		<p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Can they describe historical events from the different period/s they are studying/have studied?</p> <ul style="list-style-type: none"> • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <i>(Make reference to previous historical periods: Roman, Stone Age, Iron Age etc and make comparisons.)</i></p>	<p>Further challenge: Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p>

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Year 6				
World War II (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)	Key figures of this time Evacuation – Childhood in War Rationing & Life at home – changing role of women. Dunkirk, Battle of Britain & Blitz – Croydon's role & impact on local area.; D-day. <i>(Could build on any study of invasion such as Roman, Anglo Saxon and Viking & 1066. Why did this invasion not work while others did)</i>	Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? Further Challenge: <i>Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</i>	Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <i>E.g. Compare life in different parts of the world during Ancient Greek times – including Iron Age Britain.</i> Further Challenge: <i>Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</i> <i>E.g. Compare Greek Empire with Roman and British ones. How have these Empires influenced the world today?</i>	Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources? Further Challenge: <i>Can they suggest why there may be different interpretations of events?</i> • <i>Can they suggest why certain events, people and changes might be seen as more significant than others?</i> • <i>Can they pose and answer their own historical questions?</i>
Ancient Greeks – a study of Greek life and achievements and their influence on the western world.	Main periods in Greek Empire Make links with Roman Empire & Life in GB at the same time. Life of Alexander the Great Trojan War Lifestyle and clothing Inventions and influences on modern world (Language, mathematics (geometry), architecture, democracy, education.			