

History Progression				
Intent of the curriculum				
<p>Intent At Woodseaves the aim of teaching and learning in History is to explore and think critically about the facts and opinions of people and events to gain a sound understanding of how historical events and significant figures have shaped the modern world and importance and impact Britain has played throughout these changes in time. We strive to ensure that children can make links between what they already know and are currently learning, as well as link their learning to current events in their own lives and the world around them. At Woodseaves, we are committed to providing our children with an engaging and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of the history of their own lives as well as the history of Britain and the wider World.</p>				
Early Learning Goal and National Curriculum Links				
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two	
<p>Understanding the World Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; 	<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>Pupils should be taught about:</p> <ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - 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 [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] significant historical events, people and places in their own locality. 	<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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a local history study - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - 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 - Ancient Greece – a study of Greek life and achievements and their influence on the western world - 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. 		
At Woodseaves, children will:				
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	
<p>Historical Enquiry</p> <p>Children know about similarities and differences between themselves, others, and families, and communities and traditions.</p>	<p>Talk about significant events in their own experience (living memory). Ask a 'what' question. Look at the objects from the past and ask questions i.e. what were they used for? How they've changed?</p>	<p>Ask questions – who, what, how where, why Find answers in a given extract of text, photographs, and video. Begin to use e-learning to conduct research to answer own questions about an event. To further develop the 5 W's of historical questioning and enquiry and ask further 'how' questions.</p>	<p>To develop questioning relating to the cause of historical events and the effects they had. To develop questioning relating to the cause of historical events and the impact they have had. To explain the significance of these events relating them to prior knowledge of the past and present day life. Line of enquiry with use of sources and skills previously learned.</p>	
<p>Vocabulary</p> <p>Same, different, myself, others, traditions.</p>	<p>Curiosity, Detective, Investigate, Ask, Explain, Used for, Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant,</p>	<p>Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eye- witness account, Similarities and differences, Archaeologists, Excavation, Perception, Satellite images, Respond, Aerial photographs, Source, Collect, Record,</p>	<p>Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations,</p>	
<p>Organisation and Communication</p> <p>Children talk about past and present events in their own lives and family members.</p>	<p>To be able to sort and label images into past and present. To be able to read and hear first-hand accounts. To be able to use ICT to find pictures/photographs of past and present. To be able to retrieve information from relevant sources and share information with the class. To be able to present findings about past using speaking, writing, ICT and drawing skills. When presenting information, to use words and phrases identified in the chronology section confidently. To be able to label a drawing with the features of past and present.</p>	<p>To be able to describe events from different people's perspectives. To be able to compare historical evidence. To be able to research and develop understanding about life and death in different time periods using ICT and library. To be able to work independently and in groups to research, select and present findings about the past. To be able to investigate key events in periods covered and suggest some causes and consequences for them using evidence. To be able to present findings about the past in a variety of ways. When presenting information, to use words and phrases identified in chronology section confidently.</p>	<p>To be able to investigate and explore different elements of a time period. To be able to use dates and times accurately when discussing this time period. To be able to debate which invention has had the largest impact on the time period it was invented in and modern times. To be able to investigate and compare architecture and ways of life. When presenting information, to use words and phrases identified in chronology section confidently. To be able to research and debate key enquiry questions using ICT and library. To be able to carry out an individual investigation into a hypothesis, using ICT and library.</p>	

				To be able to research and recount experiences supported by historical facts. To be able to choose the most appropriate way to present information to an audience. To be able to use appropriate historical vocabulary fluently across widespread situations.
Vocabulary	Today, Yesterday, Tomorrow, the present, past, future, long ago, old, memory, grandparents, parents.	Timeline, Date Order, Similar, Different, Because, Important, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event	Think critically, Use judgement, First-hand evidence, Second-hand evidence Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends	Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda
Historical Interpretation	Look at their own families and immediate surroundings.	Use sources from within living memory to compare to themselves given books, videos, photos and artefacts to gather information to answer given questions. Using sources from the past i.e. videos, photos and artefacts to gather information to answer given questions. Similarities and differences between given stimulus e.g. photographs showing change.	Use 2 or more different sources, media or artefacts to piece together information about a period of history that is being studied. Recognise the role of archaeologists. Investigate primary & secondary sources and explain the differences between these two types of sources. Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources.	Investigate and understand two different versions of a similar event and compare and contrast these. Beginning to understand source bias. To comment on the reliability and bias of sources and how it may impact the validity. To be able to gather information from a wide range of sources and select which sources are most relevant - with varying opinions. To consider different ways to check and evaluate the reliability of different sources, which may be bias.
Vocabulary	Today, Yesterday, Tomorrow, the present, past, future, long ago, old, memory, grandparents, parents.	Observation, sequence, research, sources, artefact, compare and contrast, conclusions. Observation, sequence, research, sources, artefact, compare and contrast, conclusions, data, information.	interpretation facts/opinion evidence chronology, timeline, artefacts, research enquiry, comparison, reliability, significance, analyse trends. interpretation facts/opinion evidence chronology, timeline, artefacts, research enquiry, comparison, reliability, continuity, significance, discussion, argument, reasoning analyse trends.	Deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, conclusions, historical perspective, judgement, reliability, bias. Deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, conclusions, historical perspective, judgement, reliability, bias.
Chronological Understanding	Children talk about past and present events in their own lives and family members.	Sequence objects or artefacts in age order. Order personal events on a timeline To sequence objects, events beyond living memory e.g. how technology has changed over time.	To use both AD and BC on a timeline. Order the events of history with the given dates. To create specific, closed timelines within a set period of time. Create a scaled-timeline that includes dates of a specific series of events.	To understand that events in History can overlap in terms of time. Begin to create parallel time lines for time periods taught. Draw own timeline with 2 time periods -world and British history. Compare changes within and across different time periods.
Vocabulary	Old, new, first, next, Today, Yesterday, Tomorrow, the present, past, future, long ago, old, memory, grandparents, parents.	Then, now, after, before, a long time ago, before I was born , Today, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries	AD/BC, Eras, Timeline, Period, Millennium, Thousands of years Time difference, Continuity, Change	Cause, Consequence, Similarity, Anachronism, Legacy Short- and long-term timescales, Difference and significance, Trends
	Reception	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge and understanding of events, people and changes in the past	Children know that other children don't always enjoy the same things and are sensitive to this.	Knowledge of aspects of living memory e.g what kind of toys did your parent and grandparents use. To appreciate that some famous people have helped our lives to be better today. Knowledge of a significant national or global event. Knowledge of a significant individual from the past who has contributed to national/international achievements. To 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. To explain how the local areas was different in the past. To relate some interesting facts from an historical event, such as where the 'Fire of London' started. To give examples of things that re different in their life from that of their grandparents when they were young. To explain why Britain has a special history by naming some famous events and some famous people. To explain what is meant by parliament.	To appreciate that the early Brits would not have communicated as we do or have eaten as we do. To begin to picture what life would have been like for the early settlers. To recognise that Britain has been invaded by several different groups over time. To realise that invaders in the past would have fought fiercely, using hand to hand combat. To be able to suggest why certain events happened as they did in history. To suggest why certain people acted as they did in history. To explain how events from the past have helped shape our lives. To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. To know that people who lived in the past cooked and travelled differently and used different weapons from ours. To recognise that the lives of wealthy people were very different from those of poor people. To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.	To explain the role that Britain has had in spreading Christian values across the world. To begin to appreciate that how we make decisions has been through a Parliament for some time To appreciate that significant events in history have helped shape the country we have today. To have a good understanding as to how crime and punishment has changed over the years To be able to summarise the main events from a specific period in history explaining the order in which key events happened. To summarise how Britain has had a major influence on world history. To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. To describe features of historical events and people from past societies and periods they have studied. To recognise and describe differences and similarities/ changes and continuity between different periods of history.
Vocabulary	Discuss, questioning, finding out.	past/present/future, memory, information, similarity, difference, lives, memorial, monument, significance, parliament. modern past/present/future, memory, information, similarity, difference, lives, memorial, monument, significance, parliament.	Achievements, process of change, landscape, settlements, empire, diversity societies, influence, architecture, religion, worship, sacrifice, beliefs, temples.	Invasions, expansion, kingdoms, settlements, laws and justice, cultural, economic, military, political, religious, social, civilization, period/era achievements, influence, symbolic, renowned, conquer, civilization. Invasions, expansion, kingdoms, settlements, laws and justice, cultural, economic, military, political, religious, social, short and long term

				Achievements, process of change, landscape, settlements, empire, diversity societies, influence, architecture, religion, worship, sacrifice, beliefs, temples.	timescales, civilization, period/era achievements, influence scholars, symbolic, renowned, conquer, civilization.		
Diversity	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Show sensitivity to their own and to others’ needs.	Mary Seacole;		The Tudors - JOHN BLANKE, the royal trumpeter; JACQUES FRANCIS, the salvage diver; ‘England’s Free Soil’; Racial integration and mixed race marriages. Multi-racial Roman Empire; ‘Ivory Bangle Lady’; Septimius Severus;	Pablo Fanque – Victorian performer Lilian Bader – one of the first Black women to join the British armed forces in WW2. Race relation – law/crime and punishment. Windrush Walter Tull		
Christian Values links	Friendship, thankfulness, trust, peace, compassion, forgiveness, courage, hope, generosity, wisdom, koinonia.	Guy Fawkes and the Gunpowder Plot	Friendship, thankfulness, trust, peace, compassion, forgiveness, courage, hope, koinonia.	Stone Age to Iron Age – Hunting and Gathering	Friendship, thankfulness, trust, courage, generosity, wisdom, koinonia.	The Victorians	Thankfulness, compassion, courage, hope, generosity, wisdom, koinonia.
		Great Fire of London	Friendship, thankfulness, trust, compassion, courage, hope, generosity, koinonia.	Roman Britain	Peace, courage, hope, generosity, wisdom, koinonia.	Ancient Maya	Courage, hope, generosity, wisdom, koinonia.
		Monarchy	Trust, peace, courage, hope, generosity, wisdom, koinonia.	The Tudors	Trust, peace, compassion, forgiveness, courage, hope, wisdom, koinonia.	Ancient Greece – Greek pots	Thankfulness, peace, compassion, forgiveness, courage, hope, wisdom, koinonia.
		Heroes and Villains – Nelson	Friendship, trust, peace, compassion, forgiveness, courage, hope.	Anglo Saxons	Friendship, thankfulness, courage, hope, generosity, wisdom, koinonia.	Crime and Punishment through the Ages Computing link (see knowledge organiser)	Thankfulness, trust, peace, compassion, forgiveness, courage, hope, generosity, wisdom, koinonia.
		Homes Through History – The Kitchen	Thankfulness, koinonia.	The Vikings	Friendship, thankfulness, courage, hope, generosity, wisdom, koinonia.	The Second World War – Evacuate!	Friendship, thankfulness, trust, peace, compassion, forgiveness, courage, hope, generosity, wisdom, koinonia.
		“Oh! I do like to be beside the seaside!”	Friendship, hope, koinonia.	Ancient Egypt – The Mystery of King Tutankhamun	Friendship, thankfulness, trust, peace, compassion, forgiveness, courage, hope, generosity, wisdom, koinonia.	The History of Staffordshire	Friendship, thankfulness, trust, peace, compassion, forgiveness, courage, hope, generosity, wisdom, koinonia.
Cultural Capital Links Possibilities	Possible Trips: Tammworth Castle Stafford Castle	Possible Trips: Boscabel House Ancient High House Tammworth Castle Stafford Castle	Possible Trips: Boscabel House Ancient High House Shugborough Wroxeter Roman City	Possible Trips: Black Country Museum Shrewsbury Prison			

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