



History Progression

Intent	Implementation	Measuring Impact
At KGB our curriculum intent states: we want our pupils to leave this school as confident, compassionate and aspirational young people who will make a positive difference to the future world. Through our history curriculum we want our children become inquisitive historians, to question the world around us now and in the past. We want our children to be curious and develop an appreciation of the past, of how our lives have been shaped by what went before. Through our topic themes we intend to provide interesting and exciting historical experiences which will promote historical thinking, encouraging our children to ask questions, weigh evidence, scrutinise arguments and develop their own judgement of historical periods. Through connecting the past to the present, we will prepare our children for their place in the future.	History teaching & learning is delivered through an enquiry led, topic-based approach encompassing the knowledge and skills stated in the National Curriculum. Carefully planned topics ensure there is a progression of historical skills and knowledge across the school with teachers planning engaging lessons that foster a child's interest and incorporate a variety of learning styles (VAK). Each topic starts with a launch quiz which is later revisited at the end of the topic to demonstrate knowledge acquisition. At the centre of our history curriculum is the use of deep-thinking questions to promote challenge and encourage the children to weigh evidence, scrutinise arguments, make connections and develop their own judgement. Our children's journey as historical thinkers starts in EYFS where children begin to think about special events in their own lives. As our children progress through KS1 and KS2 they build upon these foundations and are able to ask meaningful questions, think critically, understand chronology and gain historical perspective by making connections between the topics that they have learnt. We engage and enhance our children's opportunities through educational visits and visitors as these play a key role in helping children to understand history in the context of real life.	By the end of their primary education, our children will be able to articulate and demonstrate that they have developed the historical knowledge, language and skills to help them understand the history of the UK and the wider world. Our children will demonstrate a good understanding of human attitudes and experiences, historical enquiry, and will be able to make links and connections between historical events and the world in which they now live. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to build a deeper understanding to prepare them to become competent historians, able to apply what they have learned from history that will enable the human race to live more harmoniously in the future. Impact on Pupil attainment & progress will be measured using Teacher Assessment supported by Key criteria assessment grids with evidence gathered from children's books (sequences of learning/outcomes & response to deeper questioning), and pupil voice (debates/discussions & engagement).

Knowledge and skills Early Years and Key Stage 1

	EYFS	Year 1 and 2	
TOPIC Key Areas of study Drawn from EYFS/KS1 PoS	<p><i>Understanding the World: guiding children to make sense of their physical world and their community.</i> <i>-talk about the lives of the people around them and their roles in society</i> <i>-know some similarities and differences between things in the past and now, drawing on their experiences</i> <i>-understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p>Aspects of historical knowledge, skills and understanding will be taught through each of our EYFS topic themes. All about Me A world of colour & pattern Fairy tales People who help us Fabulous Food Amazing Animals</p>	<p>Year A <i>A Local History Study- Changes within living memory revealing aspects of change in national life.</i> Houses and Homes – Changes to houses and homes over the years, including a local study of changes over time in our locality.</p> <p><i>Significant historical events and people in our locality.</i> Journeys and Transport - A study of local inventor Robert Stephenson and his invention 'The Rocket'.</p> <p><i>A Local History Study- Significant historical events and people in our locality.</i> Beside the Seaside – Seaside's then and now, a study of a Victorian Seaside location</p> <p><i>Events beyond living memory that are significant nationally.</i> Light Up! - Explore the events remembered on Bonfire Night and the role of Guy Fawkes. Explore other important national events commemorated through festivals or anniversaries - Remembrance Day, Diwali, Christmas through the ages.</p>	<p>Year B <i>A Local History Study -Changes within living memory revealing aspects of change in national life</i> Childhood in the Past – Our individual history & family history including our life timeline & family tree. Our school's history and study of children's toys/games over time.</p> <p><i>Events beyond living memory that are significant nationally.</i> All things London – The Great Fire of London & Our Royal Family (with a historical comparison between Queen Elizabeth 11 & Queen Victoria)</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>Significant historical events and people in our locality.</i> Great Explorers - Identify and explore the lives and achievements of several famous explorers. Study & compare the life of local explorer James Cook to those from a different period.</p>
	EYFS	Year 1	Year 2
Chronological understanding	Talk about events in living memory Talk about past events in the lives of family members Use the language associated with time: then, before, now, next, soon. Sequence photographs from different parts of their life. Match objects to people of different ages. Understanding of changes in their own lifetime personal timeline	Sequence some events or 2 related objects in order Remember parts of stories and recall memories about the past Use words and phrases; old, new, young, days, months	Puts 3 people, events or objects in order using a givenscale. Use words and phrases such as recently, before, after, now, later. Use past and present tenses when telling others about an event.
Knowledge and understanding of past events, people and changes in the past	Know about similarities and differences between themselves and others, and among families, communities and traditions. Recognise the difference between past and present in their own and others' lives. Describe an event or family member from their past that is important to remember.	Tell the difference between past and present in own and other people's lives	Use information to describe differences between then and now. Recount main events from a significant event in history. Use evidence to explain reasons why people in past acted as they did
Historical interpretation	Use stories to encourage children to distinguish between fact and fiction. Talk about past and present events in their own lives and in the lives of family members.	Use stories to encourage children to distinguish between fact and fiction Begin to identify and recount some details from the past from sources (eg. pictures, stories)	Compare two versions of a past event Look at books and pictures (and eye- witness accounts, photos, artefacts, buildings and visits, internet). Begin to discuss reliability of photos/accounts/stories Understand why some people in the past did things.
Historical enquiry	Talk about some of the things they have observed, question why things happen and give explanations.	Find answers to simple questions about the past from sources of information (eg. pictures, stories)	Look carefully at pictures or objects to find information about the past. Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Organisation and communication	Develop their own explanations by connecting ideas and events Talk about things they did at the weekend, yesterday, this morning... Visual timetable Recount an event, verbally and written.	Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking, model making).	Discuss and describe objects, people and events. Write simple stories and recounts about the past.
Golden Treads <i>Connected learning links through the topics of study</i>	Peasantry (lives of rich & poor) Settlements	Peasantry (lives of rich & poor) Settlements Conflict/Invasion Exploration/Trade Democracy	Peasantry (lives of rich & poor) Settlements Conflict/Invasion Exploration/Trade Democracy – who decided what happened after the Great Fire of London? Why were they in charge? –How do we decide who is monarch/in charge of our country today?
Key vocabulary	Yesterday Today Past Language of time (hour, minute, day, week, month, year, days of the week, months of the year) then, before, now, next, soon.	Build on previous vocabulary taught Old New Oldest Newest Young Same Different Compare Shape Material Interviews	Build on previous vocabulary taught Periods of time 100 years ago, 50 years ago Sequence Chronological order Timeline Eye witness
Key Learning Experiences		<i>Visit local homes with support of Local History Society.</i> <i>Visit to Saltburn Victorian seaside town</i>	<i>Visitor from Local History Society to share experiences from childhood</i> <i>Visit to Beamish – Old school rooms/toys & games</i>

Knowledge and Skills Key Stage 2

	Year 3 4 and 5			Year 6
TOPIC Key Areas of study Drawn from KS2 PoS	<p style="text-align: center;">Year A</p> <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> The Vikings – Study of Viking raids and invasions.</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> The Tudors – thematic study: looking at how the role and power of the monarch has changed from Tudor times to today, with a focus on Henry V111 and the Tudor dynasty.</p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i> The Ancient Greeks – the legacies and influence of the Ancient Greeks.</p>	<p style="text-align: center;">Year B</p> <p><i>The Roman Empire and its impact on Britain</i> Roman Britain – Study of the Roman Empire, the British invasion/conquest and resistance.</p> <p><i>A Local History Study- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 incorporating Lives of Significant individuals.</i> The impact of the railway coming to Great Broughton -George Stephenson, the invention of the Steam engine/railway and the impact of the Industrial Revolution on our local area.</p> <p><i>Changes in Britain from the Stone Age to the Iron Age</i> The Stone Age, Bronze Age & The Iron Age – What was new about the Stone Age? Which age was more impressive?</p>	<p style="text-align: center;">Year C</p> <p><i>The achievements of the earliest civilizations</i> The Ancient Egyptians – a depth study of the Ancient Egyptian civilization.</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> Crime & Punishment – thematic study: How has Crime and Punishment changed over time?</p> <p><i>Britain's settlement by Anglo-Saxons and Scots</i> The Anglo-Saxons – invasions, settlements and kingdoms during the Dark Ages, links with local historical settlements.</p>	<p><i>A Local History Study- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> The Impact of War – a study of war and conflict through the eyes of a British child, including a significant turning point in British history, the Battle of Britain, including the impact felt by our community.</p> <p><i>The achievements of the earliest civilizations-</i> Achievements of the earliest civilizations -An overview of where and when the first civilizations appeared: Ancient Sumer; Indus Valley; Ancient Egypt; Shang Dynasty of Ancient China.</p> <p><i>A study of a non-European society that provides contrasts with British history</i> The Mayan civilization – Why should we remember the Maya? The achievements of a non-European society including a timeline comparison with significant events in Britain.</p>
	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Use timelines to place events in order. Understand timelines can be divided into BC and AD. Use words and phrases: century, decade. <i>Place the time studied on a timeline, compare where this fits in with topics previously studied.</i> <i>Sequence several events or artefacts.</i> <i>Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</i>	Use words and phrases: century, decade, BC, AD, after, before, during. Name and place dates of significant events from past on a timeline. <i>Place previous and current periods of history on a timeline by interpreting a scale.</i> <i>Use terms related to the period and begin to date events.</i> <i>Understand more complex historical terms e.g. BC/AD/CENTURY</i>	Sequence historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period. <i>Create an accurate timeline and place previous and current periods of history.</i> <i>Spiral use of phrases AD BC Decades Centuries</i> <i>Use relevant terms and period labels - Empire, civilisation, continuity and change, Cause and consequence, similarity, difference and significance.</i> <i>Make comparisons between different times in the past.</i>	Sequence historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period <i>Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</i> <i>Sequence previously studied topic on a timeline to gain greater historical perspective.</i> <i>Create an accurate timeline and place previous and current periods of history.</i> <i>Spiral use of words and phrases AD BC Decades Centuries</i>
Knowledge and understanding of past events, people and changes in the past	Use evidence to find out about change during a time period. Describe similarities and differences between people, events and objects.	Show knowledge and understanding by describing features of past societies and periods. Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describe how some of the past events/people affect life today.	Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give some causes and consequences of the main events, situations and changes in the periods studied. Can discuss the impact and causes of historical change in Britain.	Can discuss the impact and causes of historical change in Britain. Identify and contrast changes and trends between different periods. Give own reasons why changes may have occurred, backed up with evidence. Describe similarities and differences between some people, events and objects studied. Describe how some changes affect life today.

	Construct fact-based responses that involve independent research using appropriate vocabulary Pupils can make deductions about lifestyle by studying evidence of buildings left behind using tentative language, possibly, it could have been....	Use a variety of given resources (internet, photos, books, maps, artefacts) to answer questions and gather information. Begin to identify 'primary' and 'secondary' sources. Children introduced to the census and find information from here, children to think about the information they can and can't find from this source. Understand that the past is interpreted in different ways and, with support, give reasons for this.	Select and combine information from different sources. Confidently identify primary and secondary sources. Children begin to think about limitations and reliability of primary and secondary sources. Understand that the past is interpreted in different ways and give reasons for this independently. Introduce children to the term 'bias'.	Select and combine information from different sources and analyse sources of information. Understand that the past is interpreted in different ways and give reasons for this independently in written form. Children can use their knowledge and understanding of historical sources and think about how and why a source could be biased. To consider limitations of using artefacts in isolation from other historical sources. Children look at data eg crime and punishment. Ask questions and consider lines of enquiry to follow to find the answer.
Historical interpretation	Explore two versions of same event and identify differences in the accounts	Give reasons why there may be different accounts of history.	Explore different versions of the same event and identify differences in the accounts. Give clear reasons why there may be different accounts of history.	Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Historical enquiry	Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'how did people? What did people do for?' Suggest sources of evidence to use to help answer questions.	Understand the difference between primary and secondary sources of evidence. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'what was it like for a during?'	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask a range of questions about the past. Choose reliable sources of evidence to answer questions. Consider/understand that there is often not a single answer to historical questions.	Identify and use different sources of information and artefacts. Evaluate the usefulness and accurateness of different sources of evidence. Select the most appropriate source of evidence for particular tasks. Form own opinions about historical events from a range of sources.
Organisation and communication	Present findings about past using speaking, writing, ICT and drawing skills Use dates and terms with increasing accuracy	Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Recall, select & organise historical information	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Chooses most appropriate way to present information to an audience. Communicate historical knowledge and understanding	Present information in an organised and clearly structured way. Makes use of different ways of presenting information. Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms.
Golden Treads Connected learning links through the topics of study	Peasantry (lives of rich & poor) Settlements Conflict/Invasion Exploration/Trade – Democracy - Why is Athens known as 'the birthplace of democracy'? Did the Vikings believe in democracy? How did the kings and queens of the Tudor times ascend to the throne, was there any democracy involved here?	Peasantry (lives of rich & poor) Settlements Conflict/Invasion Exploration/Trade Democracy – Was there democracy in the Stone / Iron Age, how were things decided then? How did Ancient Rome contribute to democracy?	Peasantry (lives of rich & poor) Settlements Conflict/Invasion Exploration/Trade Democracy - What happened to democracy during the Dark Ages? – How did someone become Pharaoh?	Conflict/Invasion – why was Britain so difficult to invade compared to in Tudor, Anglo Saxon, Viking & Roman times? Democracy -What was the democratic situation in Ancient Mayan civilisations? How was Western democracy threatened during the WWs?
Key Vocabulary	Use subject specific words such as monarch, settlement, invader	Use subject specific words such as monarch, settlement, invader	Use subject specific words such as monarch, settlement, invader	Use subject specific words such as monarch, settlement, invader
Key Learning Experiences	Visit to Yorkvik Centre York	Visit to local Roman Fort. Visit to Darlington Railway Museum		