



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Progression of Skills and Knowledge

History

National Curriculum Aims and Purpose	School Aims and Intent: Skills, attitudes and knowledge that we want all children to develop on their journey through our school
<p>Purpose of Study: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>Aims</p> <ul style="list-style-type: none"> • The national curriculum for history aims to ensure that all pupils: • 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 • 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 	<p>The teaching of History at St. George and St Teresa's Catholic School aims to inspire an interest and enquiring mind of the past in order to develop a greater understanding of the world around us. Historians in our school will also develop a passion to make progress as they continue learning and discovering, while also preparing them for life beyond Year Six.</p> <p>At the heart of all our learning The Gospel Virtues permeate. This enables children to develop a deep respect, for their own and that of others past. We want to children to know who they are, and the value of their contribution to the past and present. We want all of our children to have an understanding of History and recognise how it can shape their future.</p> <p>History is a vital part of the planned curriculum, which provides opportunities to develop knowledge, understanding and an interest in the History of the world. While all opportunities for any cross curricula learning is taken, teachers at our school teach History as an explicit subject. This allows us to plan for progression of the knowledge and skills through each child's journey throughout the school. Our History curriculum will be full of ideas, which foster awe and wonder which will drive children to ask the question why. History in our school is fun and does not exist in the classroom alone.</p> <p>By learning about people's lives and researching how they have shaped this nation the children will develop a thoughtful perspective of how Britain has influenced and been influenced by the wider world.</p> <p>Though their learning journey in History the children will learn 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.</p>

- gain and deploy a historically grounded understanding of abstract terms such as
- 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

All children will develop the learning skills needed to understand methods of historical enquiry, including how evidence is used, rigorously to make and validate historical claims. Then they will gain a deeper historical perspective by placing their growing knowledge into different contexts by understanding the connections between local, regional, national and international history.

School Aims for History Curriculum

- The golden thread of our curriculum is our Catholic faith which permeates all that we do.
- Children will return to the key knowledge and skills again and again during their time in primary school.
- Children will Increase depth of learning in knowledge as each time a skill is revisited it is covered with greater complexity.
- Children will build upon previous foundations, rather than starting again.
- We aim to shape children into curious and inspired historians showing respect and appreciation for the past.
- All children will have the opportunity to experience learning beyond the classroom. Enrich their knowledge by visiting places they may not normally consider or places of historical interest.
- During all learning pupils will have the opportunity to 'Build Learning Power' and become independent learners taking responsibility for their own learning through open-ended challenges and contextual activities.
- In addition to choosing how best to present their own work. We make sure learning is fun and delivered to include all learning styles and abilities.

Attitudes

- We encourage the development of positive attitudes and respect towards history.
- We aim to build an awareness of how our past and that of others shapes our lives.
- Help children to increase and build upon their prior knowledge to carry out research to support their findings.

Skills Intent

- We aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

- We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.
- We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.
- The children will develop an appreciation of the complexity of people's lives, the diversity of societies and the relationships between different groups.
- We will give children the opportunity to develop an understanding of the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.
- We aim to enable pupils to develop their understanding of chronology in each year group, making connections over periods and developing a chronologically secure knowledge of History.
- Children will develop an understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, we aim to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.
- Our history curriculum aims to enable pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Links to other curriculum areas	Experiences every child should have
<p>History can be threaded into many areas of the National Curriculum. Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics.</p> <p>Our history curriculum enables children the opportunity to develop knowledge and investigative skills that are transferable to other curriculum areas. It inspires curiosity, allowing children to question perceptively and think critically. It looks at different sides/view points within historical periods, allowing children to develop perspective, form their own opinions, explain justifications, substantiate and discuss the quality and need for evidence. These skills will help children throughout their further education and for the rest of their lives.</p> <p>Teachers use opportunities to draw on previous learning, from a range of subjects, this enables information to be re-visited and therefore the learning will 'stick'.</p> <p>As history is above all the study of the human condition, it provides us with endless opportunities for fostering children's personal development. The children will have a deeper understanding of their own history.</p> <p>In all cross-curricular learning, the history provides an ideal context for extending children's literacy, in speaking and listening, reading and writing. We can make links real, not contrived. Choose areas where genuine connections between subjects occur naturally.</p> <p>Our Catholic faith reminds us how special God's world is. We can learn to appreciate the impact of living simply and the impact this has had through the years.</p> <p>History lends itself to Mathematics naturally, as children explore timelines and the study of chronology from a specific period. Our children will apply their knowledge of measure and statistics when studying information from the past and making comparisons.</p>	<ul style="list-style-type: none"> • <u>Every child</u> deserves to have an equal chance of success. • Time to consider how to be a resourceful, active citizen who will have the skills to contribute to and improve the world around them. • Develop a growing interest in the past and to develop an understanding that enables them to enjoy all that history has to offer; • Learn about significant events in British history and to appreciate how things have changed over time; • Develop a sense of chronology. • To know and understand how the British system of democratic government has developed and in so doing, to contribute to decisions about their own school. • To understand how Britain is part of a wider European culture, and to study some aspects of European history. • To have some knowledge and understanding of historical development in the wider world. • To understand society and their place within it, so that they develop a sense of their cultural heritage. • To develop the skills of enquiry, investigation, analysis, evaluation and presentation. • To communicate historical information in a variety of ways including writing at length. • To participate in school trips.



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Computing and use of technology within History allows children to collect and analyse information. Children will use a range of technology to carry out research.

The children will be using programmes such as Purple Mash and Kapow to gather and present data which is key to producing successful critical evidence.

Children need to rely heavily on their reading and writing skills in History.

As Catholic Primary educators, we are passionate about History. We want our children to be well rounded historians, and therefore citizens, who know about and appreciate the world around them.

Within our history curriculum, there are many ways in which we thread through the Catholic social teaching, Catholic school pupil profile, and British values principles. History helps our children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well their own identity and the challenges of their time. We believe understanding the links between the past the present is vital for a good understanding of the condition of being human and preparing our children to live in a complex and changing world.

To achieve this, we have threaded the 7 principles of Catholic Social Teaching through our History Curriculum.



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Opportunities to develop Catholic Social teaching, Catholic School Pupil Profile Virtues and British Values

Catholic Social Teaching	Catholic School Pupil Profile:	British Values:
<p>1. Life and dignity of the Human Person: How have the actions of the past impacted human life? For example, WWI and WWII, the Holocaust, slavery, the treatment of women and children in the past?</p> <p>2. Call to family, Community and Participation: We are called to respect all of God's gifts of creation, to be good stewards of the earth and each other. Have we always been good stewards in the past? In History for example, we think about how communities have treated, how families and roles within families have changed etc.</p> <p>3. Rights and Responsibilities: All people have the right to participate in decisions that affect their lives. We all have a duty to work for the common good. For example, through History, we consider if people have been able to make choices and decisions, for example the rights of women to vote, the rights of black people and the effect of apartheid etc.</p> <p>4. Option for the poor and vulnerable: We are called to look at public policy decisions in terms of how they affect the poor. For example, in History we learn about how the rich exploited the poor, alms houses, work houses, access to education. How have the poor been supported in the past? We compare to how we support the poor today - is it any better for the poor?</p> <p>5. The Dignity of Work and the Rights of Workers: People have a right to decent and productive work, fair wages, private property and economic initiative. We look back in History and consider slavery, how women were treated in the world of work, how have jobs changed over time etc.</p> <p>6. Solidarity: We are one human family. Our responsibilities to each other cross national, racial, economic and ideological</p>	<p>Including, but not limited to:</p> <p>Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others – how history is applied in our world and the way in which we can work to make our world a better place.</p> <p>Learned, finding God in all things; and wise in the ways they use their learning for the common good – how using our history skills and knowledge can have a positive impact on our planet.</p> <p>Curious about everything; and active in their engagement with the world, changing what they can for the better. Knowing that they can help to improve their world.</p>	<p>Including, but not limited to:</p> <p>Democracy – encourage pupils to think about their place in the world, how they can become the best possible citizens of tomorrow and create change for the better. Children appreciate how they can be active citizens and implement current and future change. History encourages children to think of the impact their actions will have on the environment. Promote moral discussions about economy, poverty and human impact on the world Pupils look at different perspectives and respect the views of others.</p> <p>The rule of law - Our pupils think about moral law and the consequences of their actions on and for future generations. We discuss why rules and laws are in place and what impact they may have.</p> <p>Individual liberty – Pupils think about how their actions can affect their own community. Moving beyond the classroom, several of our history units require pupils to think about how they</p>



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"







differences. In History for example we must respect and promote personal, social, economic, and political rights, including the rights of nations and of peoples.

7. Care for God's Creation: The goods of the earth are gifts from God. We have a responsibility to care for these goods as stewards and trustees, not as consumers and users. In History we consider the facts and resources we rely on to inform and make judgements with respect while staying strong in our own beliefs.

can live responsibly, and simply, linked with our Catholic teaching. Through debate and discussion, pupils learn how to voice their opinion in a safe and supportive environment.

Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith - Pupils compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them. Pupils are encouraged to explore the different views through narrative, debate and discussion. They begin to think about why people make life choices (where to live, how to support themselves).

Opportunities to develop and use Building Learning Power in our curriculum

<p>Reciprocity</p> 	<ul style="list-style-type: none"> • Being ready, willing and able to learn alone and with others during research, fieldwork, debate and discussion. • Being empathetic and listen to others' ideas and opinions • Sharing ideas and methods to become better informed citizens
<p>Resourcefulness</p> 	<ul style="list-style-type: none"> • Being ready, willing and able to learn from others and identifying the tools we have and need to improve change • Make links from across the curriculum and from their own lives when exploring geographical concepts • Asking questions and allowing the chance to be curious thinkers • Thinking rigorously and methodically when exploring the world around them
<p>Reflectiveness</p> 	<ul style="list-style-type: none"> • Being ready, willing and able to become more considered in all areas of history by drawing on observations and knowledge • Allowing time to reflect on their work and understanding themselves as geographers – what changes need to be made to make the world a better and more sustainably place to live in • Children consider the implications they and others have, both positive and negative.
<p>Resilience</p> 	<ul style="list-style-type: none"> • Being ready, willing and able to lock on to learning • Manage distractions and reduce interruptions – staying focussed on the task at hand • Children understand the importance of being resilient for the better good of their world – explaining why. • Persevere when the work they do and ideas they have may not be the same as others. What can you do to help you?

Progression at St George and St Teresa Catholic Primary School

We have shown the progression in skills: Chronological awareness, Disciplinary concepts, Historical enquiry. For the Substantive concepts strand, we have shown the progression in knowledge. Although this strand is only applicable to Key stage 2, that does not mean that the children in Key stage 1 are not gaining knowledge. They will be gaining substantive knowledge about the time periods they are studying. As they will not necessarily be gaining this knowledge in a progressive way (other than chronologically), we have chosen not to show that knowledge on this progression document.



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



EYFS Understanding the world

Nursery

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

For complete program see Development Matters- Solihull Early Years Foundation Stage Curriculum 2021

Reception

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

For complete program see Development Matters- Solihull Early Years Foundation Stage Curriculum 2021

Autumn

Bonfire Night
Remembrance

Spring

Me and My Family: similarities and Differences

Differences to where we live

Autumn

Transition
Me and my Senses

Changing Seasons

Spring

Jesus grows up
Houses and Homes

Understanding the world

Begin to make sense of their own life-story and family's history.

Name and describe people who are familiar

to them.

Talk about members of their immediate family and community



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Summer

Life Cycles – spider, butterfly

People Who Help Us

Summer

People who Help Us

People in School who help us

People in the Community who help

us

Visits from the Community &

Family

Journeys

Transport

Holidays

Understanding the world

Understand the effect of changing seasons on the natural world around them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Reception

Understanding the World

Show interest in different occupations.

ELG

Understanding the World

People, Culture and Communities

The Natural World

Continue developing positive attitudes about the differences between people.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.

Progression of skills	Chronological awareness
<p style="text-align: center;">Year 1</p> <p>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>Using common words and phrases for the passing of time (eg. now, long ago, then, before, after)</p> <p>Sequencing three or four artefacts from different periods of time.</p> <p>Matching objects to people from different time periods.</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p>	<p style="text-align: center;">Year 2</p> <p>Sequencing six artefacts on a timeline.</p> <p>Sequencing six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Understanding generation in a family context.</p>
<p style="text-align: center;">Lower Key Stage 2</p> <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Sequencing eight to ten artefacts, historical pictures or events.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p>	<p style="text-align: center;">Upper Key Stage 2</p> <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Understanding the term "century" and how dating by centuries works.</p> <p>Putting dates in the correct century.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Sequencing 10 events on a timeline.</p>

Progression of Knowledge		Substantive (abstract) concepts (KS2)
Substantive (abstract) concepts (KS2)	Lower key stage 2	Upper key stage 2
Power (monarchy, government and empire)	<p>To understand that power is exercised in different ways in different culture, times and groups e.g. empire, monarchy.</p> <p>To understand the development of tribes, kingdom and monarchy in Britain.</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse.</p>	<p>To understand how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p>
Invasion, settlement and migration	<p>To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time.</p>	<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p> <p>To know about the negative and positive experiences that migrants to Britain face.</p>
Civilisation (social and cultural)	<p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that the role of women and men varies in different times, groups and cultures.</p>	<p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p>

	<p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups</p>	<p>To understand the changing role of women and men after 1939 in Britain.</p> <p>To understand that there are differences between early and later civilisations</p>
Trade	<p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were the rich members of society.</p>	<p>To know that trade routes from Britain expanded across the world.</p> <p>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes.</p> <p>To understand the development of the slave trade and its impact on the people who were slaves.</p> <p>To understand the development of global trade.</p>
Achievements and follies of mankind	<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p> <p>To understand the global nature of war.</p>	<p>To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities. To know some of the impacts of war on daily lives.</p> <p>To be able to identify the achievements of civilisations and explain why these achievements were so important. To be able to compare the achievements of different civilisations and groups.</p>
Progression of skills		Disciplinary concepts
Sub-strand	Year 1	Year 2
Change and continuity	<p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p>	<p>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p>



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Cause and consequence	Asking why things happen and beginning to explain why with support.	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.
Similarities and differences Historical significance	Being aware that some things have changed and some have stayed the same in their own lives. Recalling special events in their own lives	Knowing some things which have changed / stayed the same as the past. Finding out about people, events and beliefs in society. Making comparisons with their own lives. Discussing who was important in a historical event.
Sources of evidence	Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources e.g. artefacts. Sorting artefacts from then and now.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above)
Historical interpretations	Beginning to identify different ways to represent the past (photos, stories).	Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past
Progression of skills		Disciplinary concepts
Sub-strand Lower key stage 2	Lower key stage 2	Upper key stage 2
Change and continuity	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies.	Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Cause and consequence	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.
Similarities and differences	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.
Progression of skills		Disciplinary concepts
Sub-strand	Lower key stage 2	Upper key stage 2
Historical significance	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.
Sources of evidence	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.
Historical interpretations	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. Independently using textbooks to gain historical knowledge.	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions.

Progression of skills		Historical enquiry
Sub-strand	Year 1	Year 2
Posing historical questions	Asking how and why questions based on stories, events and people. Asking questions about sources of evidence e.g. artefacts.	Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Evaluating how reliable a source is.
Gathering, organising and evaluating evidence	Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source.	Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past . Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question.
Progression of skills		Historical enquiry
Sub-strand	Year 1	Year 2 National curriculum - end of KS2 Pupils should be able to:
Interpreting findings, analysing and making connections	Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence e.g. pictures, artefacts and buildings.	Making links and connections across a unit of study. Selecting and use sections of sources to illustrate and support answers.
Evaluating and drawing conclusions	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.

Communicating findings	Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. / Saying, writing or drawing what they think it felt like in response to a historical story or event.	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.
Progression of skills		Historical enquiry
Sub-strand	Lower key stage 2	Upper key stage 2
Posing historical questions	<p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p>
Gathering, organising and evaluating evidence	<p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source. Comparing and contrasting different historical sources.</p>	<p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p>



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



		Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
Progression of skills		Historical enquiry
Sub-strand	Lower key stage 2	Upper key stage 2
Interpreting findings, analysing and making connections	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, draw contrasts and analyse within a period and across time. Beginning to interpret simple statistical sources.
Evaluating and drawing conclusions	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Communicating findings	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.

Long term subject overview History

	Autumn	Spring	Summer
Year 1	How am I making history?	How have toys changed?	How have explorers changed the world?
Year 2	How was school different in the past?	How did mankind learn to fly?	What were holidays like in the past?
Year 3	British history 1: Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?	British history 2: Why did the Romans settle in Britain?	How different were the beliefs in Ancient Egypt?
Year 4	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders or peace-loving settlers?
Year 5	British history 5: What was life like in Tudor England?	What did the Greeks ever do for us?	Migration
Year 6	What does the Census tell us about our local area?	British history 6: What was the impact of World War II on the people of Britain?	Why did the Mayan civilisation decline so quickly?

Long-term plan: History - Outline (Key stage 1)

	Year 1	Year 2
Autumn	How am I making history? (6 lessons) Looking at personal chronology and finding out about the past within living memory. Investigating chronology by examining photographs and asking questions. Beginning to look at a simple timeline extending back to before they were born	How was school different in the past? (6 lessons) Finding out that schools have been in the locality for a long time but they have not always been the same. Looking for similarities and differences and using a range of sources recognising some continuity between their lives and the past.
Spring	How have toys changed? (6 lessons) Using objects to discuss and sort toys and sequence into a physical timeline. Investigating artefacts from the past and beginning to pose questions. Finding out how teddy bears have changed and 'interviewing' an old teddy bear. Investigating what toys may be like in the future using what they have learn	How did mankind learn to fly? (6 lessons) Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Identifying similarities and differences between individuals who contributed to the history of flight.
Summer	How have explorers changed the world? (6 lessons) Finding out about events and people beyond living memory, particularly	What were holidays like in the past? (6 lessons) Building on their chronological understanding, with a focus on the Victorian era and

	thinking about explorers and what makes them significant. Creating a timeline and investigating where they explored then comparing explorers. Discussing ways in which these significant people could be remembered.	comparing this to the familiarity of holidays today. Using a range of historical sources to investigate holidays in the Victorian period. Comparing these with holidays in the 1950s and now then posing their own questions to investigate.
	Year 3	Year 4
Autumn	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (6 lessons) Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.	How have children's lives changed? Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.
Spring	British history 2: Why did the Romans settle in Britain? (6 lessons) Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.	British history 3: How hard was it to invade and settle in Britain? (6 lessons) Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. By comparing the Anglo-Saxons to the Romans, they make links and connections, identifying similarities and differences between these civilisations before assessing the contribution of the Anglo-Saxons to life in modern Britain
Summer	How different were the beliefs in Ancient Egypt? (6 lessons) Developing awareness of how historians learn about the past using mummies, tombs and pyramids, children learn the place of the Ancient Egyptians in time. Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies. Investigating the tomb of Tutankhamun, they learn about the importance of Egyptian Pharaohs.	British history 4: Were the Vikings raiders or peace-loving settlers? (6 lessons) Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources, they investigate whether the Vikings were raiders or settlers using historical enquiry techniques
	Year 5	Year 6
Autumn	British history 5: What was life like in Tudor England? (7 lessons) Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and	What does the census tell us about our local area? (6 lessons) Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, factory and school records. They learn about the changes to the family over a period of time and



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



	royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.	suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.
Spring	What did the Greeks ever do for us? (6 lessons) Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	Why did the Maya civilisation decline so quickly? (6 lessons) Extending their knowledge of civilisations, children will compare and contrast the Maya to Britons. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Learning about the achievements of the Maya, they make contrasts to the experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.
Summer	Migration (6 lessons) Learning about the different reasons for migrating to Britain, children investigate the different groups of people moving to Britain including the Irish migrants, religious migrants and migrations after WWII. Looking at evidence, they investigate the different experiences of migrants .	British history 6: What was the impact of World War II on the people of Britain? (6 lessons) Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II.

Fieldwork and school trip planner			
	Autumn	Spring	Summer
Nursery			Local farm
Reception			Visit to Brandon Marsh Nature Reserve
Year 1		Warwick Heritage museum	
Year 2		Dunfield House	Stratford
Year 3			
Year 4			
Year 5			
Year 6			Alton Castle