







St. Peter's C of E Primary School – History Curriculum Progression

 <p>EYFS Maple and Oak Understanding the World (Past and Present) 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>		<p>KS1 Hawthorn, Rowan and Beech </p>	<p>LKS2 Larch, Willow and Alder </p>	<p>UKS2 Ash, Sycamore and Elm </p>
	Chronological understanding	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> An awareness of the past using common words and phrases using the passing of time. Know where the people and events they study fit within a chronological framework. Use a wide vocabulary of everyday historical terms. <ul style="list-style-type: none"> Use words and phrases like: old, new and a long time ago. Explain how I have changed since I was born. Use words and phrases like: before, after, past, present, then and now. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history Develop the appropriate use of historical terms. 	
Knowledge and understanding of past events, people and changes in the past	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time. 		

		<ul style="list-style-type: none"> Spot old and new things in a picture. Explain how some people have helped us to have better lives. Give examples of things that were different when my grandparents were children Recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. 	<ul style="list-style-type: none"> Research in order to find similarities and differences between two or more periods of history. Research two versions of an event and explain how they differ Explain how the lives of wealthy people were different from the lives of poorer people. Explain how an event from the past has shaped our life today. 	<ul style="list-style-type: none"> Compare two or more historical periods: explaining things which changed and things which stayed the same. Explain how our locality has changed over time. Describe how crime and punishment has changed over a period of time Identify and explain differences similarities and changes between different periods of history.
	Historical interpretation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 	
		<ul style="list-style-type: none"> Explain what an object from the past might have been used for. Recognise that some objects are from the past. Find out things about the past by talking to an older person. 	<ul style="list-style-type: none"> Explain how historic items and artefacts can be used to help build up a picture of life in the past. 	<ul style="list-style-type: none"> Describe a key event from Britain's past using a range of evidence from different sources. Identify and explain propaganda.
	Historical enquiry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask and answer questions 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 	
		<ul style="list-style-type: none"> Ask and answer questions about old and new objects. Answer questions using books and the internet. 	<ul style="list-style-type: none"> Use research skills to find answers to specific historical questions. 	<ul style="list-style-type: none"> Test out a hypothesis in order to answer questions.
	Organisation and communication	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Choose and use parts of stories and other sources to show that they know and understand key features of events. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	

		<ul style="list-style-type: none"> Research the life of a famous person from the past using different sources of evidence. 	<ul style="list-style-type: none"> Explain some of the times when Britain have been invaded. Research what it was like for children in a given period of history and present my findings to an audience. 	<ul style="list-style-type: none"> Explain how parliament affects decision making in England. Describe the features of historical events and way of life from periods I have studied; presenting to an audience. Summarise how Britain has had a major influence on the world. Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
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Cycle A

AREA OF STUDY			
	AUTUMN	SPRING	SUMMER
KS1	Family album Changes within living memory - toys from the past, Significant historical people - the royal family Significant historical places - The children's own history	All creatures great and small Geography topic – history link to sequencing the chronology of stories	The great outdoors Lives of significant individuals - Queen Victoria and Penny Lick Changes within living memory = history of the seaside holiday
LKS2	A Kingdom United Britain's settlement by Anglo-Saxons and Scots and Delightful Darwen A local history study	Walk Like an Egyptian 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	Amazon Adventures Changes in rainforest Geography based unit
UKS2	Boom Bang Blitz A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A local history study – How did Darwen help with the War Effort?	It's All Greek to Me! Ancient Greece – a study of Greek life and achievements and their influence on the western world	Look Who Changed Britain! The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Cycle B

AREA OF STUDY			
	AUTUMN	SPRING	SUMMER
KS1	There's no place like home Significant historical events, people and places in their own locality - History of our town and school, specifically the history of playgrounds	Panic on Pudding Lane Events beyond living memory - The Great Fire of London Lives of significant individuals - Samuel Pepys	What a wonderful world Lives of significant individuals - Famous explorers including Christopher Columbus & Neil Armstrong
LKS2	Yabba Dabba Do! Changes in Britain from the Stone Age to the Iron Age	Road Trip USA Geography based topic	What Did the Romans Ever do for Us? The Roman Empire and its impact on Britain
UKS2	Crime and Punishment A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Mystery of the Mayans 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.	Extreme Earth Geography based topic – History link to the Race to the Pole