

National Curriculum Coverage and Progression

Subject: <b>History</b>		Cycle: A	
<b>EYFS Characteristics of Effective Learning:</b>			
<b>Playing and Exploring</b>		<b>Active Learning</b>	<b>Creating and Thinking Critically</b>
Finding out and exploring; Using what they know in their play Be willing to have a go		Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do	Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways
<b>EYFS Early Learning Goals:</b>			
Talk about the lives of 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.			
<b>EYFS Continuous Provision opportunities:</b>			
<ul style="list-style-type: none"> <li>• Stories set in the past and about famous people</li> <li>• Opportunities to find similarities and differences in objects</li> <li>• Commenting on photos, pictures, paintings from the past</li> <li>• Opportunities to discover how life/ objects has changed from 'then and now' and 'old and new'</li> </ul>			
<b>Vocabulary: see vocabulary progression map</b>		<b>Resources:</b>	
		Stories, photos, paintings, pictures Artefacts, non-fiction books, first-hand experiences through trips and visitors	

	Year 1/2	Year 3/4	Year 5/6
Autumn	<p><b>Mary Anning</b>  Famous people (Neil Armstrong, Christopher Columbus)  *the lives of significant individuals in the past who have contributed national/ international achievements. Some should be used to compare aspects of life in different periods  *can use simple stories and other sources to show that they know and understand key features of events  *can recognise and talk about who was important in simple historical account  *can identify and talk about differences in accounts relating to people or events both from the time (primary) and present (secondary)</p>	<p><b>Historical Hambledon (local study- Hambledon, development of cricket or Murder stone)</b>  *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality  * a study over time tracing how several aspects of national history are reflected in the locality (beyond 1066)  *can describe main features associated with the period covered using period specific language.  *can describe some changes in history over a period of time and identify some things which stay the same  *can describe cause and/ or consequences of an important historical event offering more than one example of its results.  *can understand how evidence is used to make detailed observations, finding answers to questions about the past  *can understand that events people and developments are considered significant if they resulted in change.</p>	<p><b>Vikings – Raiders or Traders?</b>  *the Anglo Saxon and Viking struggle for Kingdom of England to time of Edward the confessor  *Anglo Saxon laws and justice  _Anglo Saxon invasions, settlements and kingdoms: place names and village life: a  *the art and culture  *Viking riads and invasions  *resistance by Alfred the Great and Athelstan  *death of Edward the confessor in 1066.  identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.  _understand historical periods overlap each other and vary in length  -can describe main features associated with the period studied mostly using period specific language  -understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.  -use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</p>

<p style="text-align: center;">Spring</p>	<p><b>Toys – include how the change in toys (inside, more sedentary) has impacted society</b></p> <ul style="list-style-type: none"> <li>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>*can use common words and phrases about the passing of time (before, after, a long time ago, past...)</li> <li>*create simple timelines to sequence objects (toys)</li> <li>*can recognise the distinction between present and past in their own and other's lives</li> <li>* can recognise that technology could be different in past (toys)</li> <li>*identify similarities and differences between ways of life in different periods</li> <li>*understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p><b>Introduction to Early Civilisations</b></p> <ul style="list-style-type: none"> <li>*the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of either: Ancient Sumer; The Indus valley; ancient Egypt; The Shang dynasty.</li> <li>identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>_understand historical periods overlap each other and vary in length</li> <li>-can describe main features associated with the period studied mostly using period specific language</li> <li>-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.</li> <li>-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</li> </ul>	<p><b>Non-Euro contrast with Britain from: Maya</b></p> <ul style="list-style-type: none"> <li>*a non- European society that provides contrasts with British history</li> <li>identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>_understand historical periods overlap each other and vary in length</li> <li>-can describe main features associated with the period studied mostly using period specific language</li> <li>-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.</li> <li>-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p><b>Queens – ensure links between past and present and contribution to current society</b>  *the lives of significant people in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Elizabeth 1, Queen Victoria and Queen Elizabeth 11)  * 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.  * ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  *understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p><b>Beyond 1066 changes in history: warfare – how has this changed and as a result of what? How has modern day warfare been influenced by events of the past?</b>  *a significant turning point in British history (Battle of Britain)  identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time  -can describe main features associated with the period studied mostly using period specific language  -understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.  -use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</p>
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National Curriculum Coverage and Progression

Subject: <b>History</b>		Cycle: B
<p><b>Characteristics of Effective Learning:</b></p> <p><b>Playing and Exploring</b>          Finding out and exploring          Using what they know in their play          Be willing to have a go</p> <p><b>Active Learning</b>          Being involved and concentrating          Keeping on trying          Enjoying and achieving what they set out to do</p> <p><b>Creating and Thinking Critically</b>          Having their own ideas          Using what they already know to learn new things          Choosing ways to do things and finding new ways</p>		
<p><b>EYFS Early Learning Goals:</b></p> <p><b>Understanding of the world</b> involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p><b>ELG 13 People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		
<p><b>EYFS Continuous Provision opportunities:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to identify causes and consequences</li> <li>• Opportunities to find similarities and differences in people and events</li> <li>• Opportunities to discover how life/ objects has changed from 'then and now' and 'old and new'</li> </ul>		
<p><b>Vocabulary:</b> see vocabulary progression map</p>		<p><b>Resources:</b>          Stories, photos, paintings, pictures          Artefacts, non-fiction books, first-hand experiences through trips and visitors</p>

	Year 1/2	Year 3/4	Year 5/6
Autumn	<p><b>Great Fire of London - ensure coverage of how modern day was changed by this event</b></p> <ul style="list-style-type: none"> <li>*events beyond living memory that are significant nationally</li> <li>*significant historical events, people and places in own locality</li> <li>*to tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories and features of events</li> <li>*to show what they know and understand about the past in different ways</li> <li>*can describe in simple terms the causes and consequences of an important historical event</li> <li>*use sources to answer simple questions about the past.</li> </ul>	<p><b>Stone Age – how has current society been developed by this time period? What is their legacy?</b></p> <ul style="list-style-type: none"> <li>*changes in Britain from Stone Age to Iron age to include: <ul style="list-style-type: none"> <li>- late Neolithic hunter- gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts; tribal kingdoms, farming, art and culture.</li> </ul> </li> <li>identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>_understand historical periods overlap each other and vary in length</li> <li>-can describe main features associated with the period studied mostly using period specific language</li> <li>-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.</li> <li>-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</li> </ul>	<p><b>Egyptians - - how has current society been developed by this time period? What is their legacy?</b></p> <ul style="list-style-type: none"> <li>*the achievements of the earliest civilisations- an overview of where and when the first civilisation appeared and a depth study of Ancient Egypt.</li> <li>*sequence events and periods through use of appropriate terms relating to the passing of time</li> <li>*identify where period studied fit into a chronological framework by noting connections, trends and contrasts over time</li> <li>-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.</li> <li>-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</li> </ul>

Spring	<p><b>Transport (changes over time) - ensure coverage of how modern day was changed by this event</b></p> <ul style="list-style-type: none"> <li>*Changes within and beyond living memory (used to reveal aspects of change in national life)</li> <li>*events beyond living memory that are significant nationally or globally (first aeroplane flight)</li> <li>* ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>*understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p><b>Roman Empire - how has current society been developed by this time period? What is their legacy?</b></p> <ul style="list-style-type: none"> <li>*Roman Empire and its impact on Britain. This could include:</li> <li>*Julius Caesar's attempted invasion in 55-54 BC</li> <li>*the Roman Empire by AD 42 and the power of the army</li> <li>*successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>*British resistance, for example, Boudica</li> <li>*'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> <li>-using specialist dates and terms, and by placing topics studied into different periods</li> <li>-making some links between and across periods, such as differences between clothes, food, buildings or transport</li> <li>-identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>_understand historical periods overlap each other and vary in length</li> <li>-can describe main features associated with the period studied mostly using period specific language</li> <li>-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.</li> <li>-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</li> </ul>	<p><b>Ancient Greeks - how has current society been developed by this time period? What is their legacy?</b></p> <ul style="list-style-type: none"> <li>*a study of Greek life and achievements and their influence on the western world.</li> <li>-using specialist dates and terms, and by placing topics studied into different periods</li> <li>-making some links between and across periods, such as differences between clothes, food, buildings or transport</li> <li>-identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>_understand historical periods overlap each other and vary in length</li> <li>-can describe main features associated with the period studied mostly using period specific language</li> <li>-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.</li> <li>-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p><b>Titanic- significant local event – ensure coverage of how modern day was changed by this event</b></p> <ul style="list-style-type: none"> <li>*events beyond living memory that are significant nationally and globally- Titanic</li> <li>*Significant historical events, people in our own locality.</li> <li>*develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>*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</li> </ul>	<p><b>Anglo Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>*the Anglo Saxon and Viking struggle for Kingdom of England to time of Edward the confessor</li> <li>*Anglo Saxon laws and justice</li> <li>_Anglo Saxon invasions, settlements and kingdoms: place names and village life: a</li> <li>*the art and culture</li> <li>*Viking raids and invasions</li> <li>*resistance by Alfred the Great and Athelstan</li> <li>*death of Edward the confessor in 1066.</li> <li>identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>_understand historical periods overlap each other and vary in length</li> <li>-can describe main features associated with the period studied mostly using period specific language</li> <li>-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.</li> <li>-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</li> </ul>	<p><b>Shang dynasty - how has current society been developed by this time period? What is their legacy?</b></p> <p><b>Compare and contrast with KS1 work on Queens.</b></p> <ul style="list-style-type: none"> <li>*the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of either: Ancient Sumer; The Indus valley; ancient Egypt; The Shang dynasty.</li> <li>identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>_understand historical periods overlap each other and vary in length</li> <li>-can describe main features associated with the period studied mostly using period specific language</li> <li>-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.</li> <li>-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance</li> </ul>
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