

HISTORY : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Topics/Themes/Texts:

The key things we want children to know/be able to do

FOUNDATION

Global:

National: Toys

Local: Family tree

Significant Individual:

- remember and talk about significant events in their own experience.
 - *e.g. talk about when they started school*
- recognise and describe special times or events for family or friends.
 - *e.g. talk about a holiday that they went on, or a birthday party*
- talk about past and present events in their own lives and in the lives of family members.
 - *e.g. talk about their pre-school, a family wedding*
- know about similarities and differences between themselves and others and among families, communities and traditions.
 - *e.g. know about festivals and celebrations, stories and traditional tales*

YEAR 1

Topics/Themes/Texts:

The key things we want children to know/be able to do

Global:

Explorers e.g. Neil Armstrong, Christopher Columbus

Recognition of native people.

National:

Guy Fawkes and the Gunpowder Plot

British values, theme of tyranny.

Local:

Battle of Towton

Significant Individual:

Guy Fawkes and King James I

- show an awareness of the past, starting to use common words and phrases relating to the passing of time.
 - e.g. talk about a long time ago, before and after
- talk about people and places beyond their own lifetime and experience.
 - e.g. talk about their parents and grandparents lifetimes, or a significant historical figure
- start to use ways to show the passage of time.
 - e.g. start to use a timeline to order events
- ask and answer questions about people and places beyond their own experience.
 - e.g. talk about a significant event or famous person
- start to use objects and pictures to identify differences in the past.
 - e.g. look at photographs of old toys or houses and compare them to the present day

YEAR 2

Topics/Themes/Texts:

The key things we want children to know/be able to do

Global:

First aeroplane flight - **environmental issues, pollution**
Hospitals from the past and around the world - **health care, inequality**

National:

The Great Fire of London - **Fire service, global warming, fires around the world**

Local:

RAF Church Fenton

Significant Individual:

Wright Brothers
Mary Seacole/Florence Nightingale

- show an awareness of the past, using common words and phrases relating to the passing of time.
 - *e.g. recall dates, use 'century'*
- 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.
 - *e.g. use a timeline to compare an event to the present day*
- use everyday historical terms.
 - *e.g. use terms to describe housing construction in the past, comparing explorers*
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 - *e.g. talk about how the Great Fire of London started and spread, find out about the story of Grace Darling*
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
 - *Look at a picture of an event and compare it to a newspaper report or diary*

YEAR 3

Topics/Themes/Texts:

The key things we want children to know/be able to do

Global:

Roman Empire and its impact on Britain

Invaders and settlers, rule of law, democracy, introduction of sanitation

National:

Boudica's resistance - morals

Stone Age to Iron Age houses

Local:

Roman York

Significant Individual:

Boudica

Roman Gods and Goddesses

- demonstrate a knowledge of events that extend beyond the local context and include British and world history.
 - *e.g. recall the key features of Viking Britain*
- place the events, people and places studied within a chronological framework, using the vocabulary related to the passing of time and historical periods.
 - *e.g. put several events on a timeline; start to use terms relating to periods such as 'Romans'*
- describe connections between the topics studied, and start to raise their own questions about the key features of events.
 - *e.g. make a poster showing the differences between childhood in different eras*
- start to use different sources of information to construct their view of the past.
 - *use an artefact to identify a feature of life in the past; talk about the Vikings from a raider or trader perspective*

YEAR 4

Topics/Themes/Texts:

The key things we want children to know/be able to do

Global:

Ancient Greece, a study of Greek life and achievements and their influence on the Western world

Democracy, comparison with non-democratic countries, USA - superpower influence on small states

National:

Britain's Settlement by Anglo-Saxons and Scots

Scottish independence

Local:

Local Viking Study

Trade

Significant Individual:

Ragnar Lothbrok, Erik Bloodaxe and Harald Hardrada - a trio of legendary Viking warriors

- demonstrate a knowledge of a wider range of events that include British, local and world history.
 - *talk about events that happened in different places at the same time; recall the key features of life in Britain during a certain period*
- place a wider range of events, people and places studied within a chronological framework, using the vocabulary related to the passing of time and historical periods.
 - *e.g. accurately place periods studied onto a timeline, including BC and AD;*
- start to note connections, contrasts and trends over time
 - *e.g. identify similarities and differences in religion and what people believed during different time periods*
- ask and answer historically-valid questions, which demonstrate a secure understanding of key features of events
 - *e.g. investigate in depth the answer to a specific question about a time period - what was food like in Ancient Greece?*
- show that they understand that we find out about the past from a range of sources.
 - *e.g. talk about how we know what life was like in a period studied, and how people found this out*

YEAR 5

Topics/Themes/Texts:

The key things we want children to know/be able to do

Global:

Mayan Civilisation - [link to fair trade chocolate](#) (contrasts with the Roman period in Britain).

National:

WW1 - significant events e.g. the Somme

[British values, sense of duty, patriotism, conscientious objectors, current conflict, refugees, solidarity](#)

Local:

WW1 - local links with war graves at the local church

Significant Individual:

[Roles of women in WWI](#)

[Roles of women in other countries, womens vote](#)

- demonstrate an increasingly chronologically secure knowledge and understanding of British, local and world history.
 - *e.g. accurately extend a timeline to include greater lengths of time*
- develop a more appropriate use of historical terms, including some more complex vocabulary.
 - *e.g. use correct terms in their description of life in a time period*
- address and sometimes devise historically-valid questions, and start to relate to change, cause, similarity and difference and significance.
 - *e.g. compare an aspect of society in a time period studied to another period*
- start to construct their own informed responses of relevant historical information.
 - *e.g. use evidence to create their own view of something in the past - creating a video, poem or picture*
- show that they understand that we find out about the past from a range of sources and will start to use sources to extract historical information.
 - *e.g. highlight sources of information and use them to prove a point*

YEAR 6

Topics/Themes/Texts:

The key things we want children to know/be able to do

Global:

Ancient Egypt

Slavery, class systems

India

Caste system, immigration, democracy, global warming

National:

Industrial Revolution

Environment, working conditions,

Local:

Impact of industrial revolution locally

Significant Individual:

John Muir

Joseph Rowntree - Rowntree foundation

- demonstrate a chronologically secure knowledge and understanding of British, local and world history in the time periods that they have studied.
 - *e.g. pupils can place periods and events into a timeline and recall key dates etc*
- describe similarities and differences in the time periods that they have studied.
 - *e.g. describe how houses may have changed over time, or the difference between Victorian and 20th century schools*
- know and use a range of historical terms accurately.
 - *e.g. describe periods using century, decade, AD/BC, or period-related such as monarch, source, parliament*
- regularly address and sometimes devise historically valid questions about change, cause and consequence, similarity and difference, and significance.
 - *e.g. state why an event is worthy of historical study; describe how and why events are more important than others*
- create informed responses that involve thoughtful selection and organisation of relevant historical information.
 - *e.g. make a film or create an artefact that draws from information*
- understand how our knowledge of the past comes from a range of sources.
 - *e.g. use diaries, buildings, artwork, letters, photographs to create a view of the past*