

## HISTORY : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

**“The more you know of your history, the more liberated you are.” - Maya Angelou**

### Aims

*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
- 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

### FOUNDATION

Curriculum Content:	The key things we want children to know/be able to do:
<p><b>Global:</b></p> <ul style="list-style-type: none"> <li>• International events and why they are celebrated</li> </ul> <p><b>National:</b></p> <ul style="list-style-type: none"> <li>• Toys</li> </ul>	<ul style="list-style-type: none"> <li>• remember and talk about significant events in their own experience. <i>e.g. talk about when they started school</i></li> <li>• recognise and describe special times or events for family or friends. <i>e.g. talk about a holiday that they went on, or a birthday party</i></li> <li>• talk about past and present events in their own lives and in the lives of family members.</li> </ul>

<p><b>Local:</b></p> <ul style="list-style-type: none"> <li>● Family trees</li> </ul> <p><b>Significant Individuals:</b></p> <ul style="list-style-type: none"> <li>● Significant people in their own families and the local community</li> </ul>	<p><i>e.g. talk about their pre-school, a family wedding</i></p> <ul style="list-style-type: none"> <li>● know about similarities and differences between themselves and others and among families, communities and traditions.</li> </ul> <p><i>e.g. know about festivals and celebrations, stories and traditional tales</i></p>
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**YEAR 1**

Curriculum Content:	The key things we want children to know/be able to do:
<p><b>Global:</b></p> <ul style="list-style-type: none"> <li>● Explorers e.g. Neil Armstrong, Christopher Columbus</li> <li>● <b>Recognition of native people</b></li> </ul> <p><b>National:</b></p> <ul style="list-style-type: none"> <li>● Guy Fawkes and the Gunpowder Plot</li> <li>● <b>British values, theme of tyranny</b></li> </ul> <p><b>Local:</b></p> <ul style="list-style-type: none"> <li>● Battle of Towton</li> </ul> <p><b>Significant Individuals:</b></p> <ul style="list-style-type: none"> <li>● Guy Fawkes and King James I</li> </ul>	<ul style="list-style-type: none"> <li>● show an awareness of the past, starting to use common words and phrases relating to the passing of time. <i>e.g. talk about a long time ago, before and after</i></li> <li>● talk about people and places beyond their own lifetime and experience. <i>e.g. talk about their parents and grandparents lifetimes, or a significant historical figure</i></li> <li>● start to use ways to show the passage of time. <i>e.g. start to use a timeline to order events</i></li> <li>● ask and answer questions about people and places beyond their own experience. <i>e.g. talk about a significant event or famous person</i></li> <li>● start to use objects and pictures to identify differences in the past. <i>e.g. look at photographs of old toys or houses and compare them to the present day</i></li> </ul>

**YEAR 2**

Curriculum Content:	The key things we want children to know/be able to do:
<p><b>Global:</b></p> <ul style="list-style-type: none"> <li>● First aeroplane flight</li> <li>● <b>Environmental issues, pollution</b></li> <li>● Hospitals from the past compared to the modern day</li> <li>● <b>Health care, inequality</b></li> </ul> <p><b>National:</b></p> <ul style="list-style-type: none"> <li>● The Great Fire of London</li> <li>● <b>Fire service, fires around the world</b></li> </ul> <p><b>Local:</b></p> <ul style="list-style-type: none"> <li>● RAF Church Fenton</li> </ul>	<ul style="list-style-type: none"> <li>● show an awareness of the past, using common words and phrases relating to the passing of time. <i>e.g. recall dates, use 'century'</i></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. <i>e.g. use a timeline to compare an event to the present day</i></li> <li>● use everyday historical terms. <i>e.g. use terms to describe housing construction in the past, comparing explorers</i></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. <i>e.g. talk about how the Great Fire of London started and spread, find out about the story of Grace Darling</i></li> </ul>

<p><b>Significant Individuals:</b></p> <ul style="list-style-type: none"> <li>• Mary Seacole and Florence Nightingale</li> <li>• The Wright Brothers, Amelia Earhart, Amy Johnson</li> <li>• Samuel Pepys and Sir Christopher Wren</li> </ul>	<ul style="list-style-type: none"> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented. <i>e.g. look at a picture of an event and compare it to a newspaper report or diary</i></li> </ul>
<b>YEAR 3</b>	
<b>Curriculum Content:</b>	<b>The key things we want children to know/be able to do:</b>
<p><b>Global:</b></p> <ul style="list-style-type: none"> <li>• Roman Empire and its impact on Britain</li> <li>• <b>Invaders and settlers, rule of law, democracy, introduction of sanitation</b></li> </ul> <p><b>National:</b></p> <ul style="list-style-type: none"> <li>• Boudica's resistance</li> <li>• <b>Morals</b></li> <li>• Stone Age to Iron Age houses</li> </ul> <p><b>Local:</b></p> <ul style="list-style-type: none"> <li>• Roman York</li> </ul> <p><b>Significant Individuals:</b></p> <ul style="list-style-type: none"> <li>• Boudica</li> <li>• Roman Gods and Goddesses</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate a knowledge of events that extend beyond the local context and include British and world history. <i>e.g. recall the key features of Viking Britain</i></li> <li>• place the events, people and places studied within a chronological framework, using the vocabulary related to the passing of time and historical periods. <i>e.g. put several events on a timeline; start to use terms relating to periods such as 'Romans'</i></li> <li>• describe connections between the topics studied, and start to raise their own questions about the key features of events. <i>e.g. make a poster showing the differences between childhood in different eras</i></li> <li>• start to use different sources of information to construct their view of the past. <i>e.g. use an artefact to identify a feature of life in the past; talk about the Vikings from a raider or trader perspective</i></li> </ul>
<b>YEAR 4</b>	
<b>Curriculum Content:</b>	<b>The key things we want children to know/be able to do:</b>
<p><b>Global:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece, a study of Greek life and achievements and their influence on the Western world</li> <li>• <b>Democracy, comparison with non-democratic countries, USA - superpower influence on small states</b></li> </ul> <p><b>National:</b></p> <ul style="list-style-type: none"> <li>• Britain's Settlement by Anglo-Saxons and Scots</li> <li>• <b>Scottish independence</b></li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate a knowledge of a wider range of events that include British, local and world history. <i>e.g. talk about events that happened in different places at the same time; recall the key features of life in Britain during a certain period</i></li> <li>• 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. <i>e.g. accurately place periods studied onto a timeline, including BC and AD</i></li> <li>• start to note connections, contrasts and trends over time <i>e.g. identify similarities and differences in religion and what people believed during different time periods</i></li> </ul>

<p><b>Local:</b></p> <ul style="list-style-type: none"> <li>Local Viking Study</li> <li>Trade</li> </ul> <p><b>Significant Individuals:</b></p> <ul style="list-style-type: none"> <li>Ragnar Lothbrok, Erik Bloodaxe and Harald Hardrada - a trio of legendary Viking warriors</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer historically-valid questions, which demonstrate a secure understanding of key features of events <i>e.g. investigate in depth the answer to a specific question about a time period - what was food like in Ancient Greece?</i></li> <li>show that they understand that we find out about the past from a range of sources. <i>e.g. talk about how we know what life was like in a period studied, and how people found this out</i></li> </ul>
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**YEAR 5**

Curriculum Content:	The key things we want children to know/be able to do:
<p><b>Global:</b></p> <ul style="list-style-type: none"> <li>Mayan Civilisation (contrasts with the Roman period in Britain)</li> <li>Fair trade chocolate</li> </ul> <p><b>National:</b></p> <ul style="list-style-type: none"> <li>WW1 - significant events e.g. the Somme</li> <li>British values, sense of duty, patriotism, conscientious objectors, current conflict, refugees, solidarity</li> </ul> <p><b>Local:</b></p> <ul style="list-style-type: none"> <li>WWI - local links with war graves at the local church</li> </ul> <p><b>Significant Individuals:</b></p> <ul style="list-style-type: none"> <li>Women in WWI</li> <li>Roles of women in other countries, women's vote</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an increasingly chronologically secure knowledge and understanding of British, local and world history. <i>e.g. accurately extend a timeline to include greater lengths of time</i></li> <li>develop a more appropriate use of historical terms, including some more complex vocabulary. <i>e.g. use correct terms in their description of life in a time period</i></li> <li>address and sometimes devise historically-valid questions, and start to relate to change, cause, similarity and difference and significance. <i>e.g. compare an aspect of society in a time period studied to another period</i></li> <li>start to construct their own informed responses of relevant historical information. <i>e.g. use evidence to create their own view of something in the past - creating a video, poem or picture</i></li> <li>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. <i>e.g. highlight sources of information and use them to prove a point</i></li> </ul>

**YEAR 6**

Curriculum Content:	The key things we want children to know/be able to do:
<p><b>Global:</b></p> <ul style="list-style-type: none"> <li>Ancient Egypt</li> <li>Slavery, class systems</li> <li>India</li> <li>Caste system, immigration, democracy, global warming</li> </ul> <p><b>National:</b></p> <ul style="list-style-type: none"> <li>Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a chronologically secure knowledge and understanding of British, local and world history in the time periods that they have studied. <i>e.g. pupils can place periods and events into a timeline and recall key dates etc</i></li> <li>describe similarities and differences in the time periods that they have studied. <i>e.g. describe how houses may have changed over time, or the difference between Victorian and 20th century schools</i></li> <li>know and use a range of historical terms accurately.</li> </ul>

- Environment, working conditions

**Local:**

- Impact of industrial revolution locally

**Significant Individuals:**

- Lord Shaftesbury
- Gandhi
- Dr Barnardo and the Barnardos charity

*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*