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Glenmere Primary School

History Curriculum

* Year group coverage and links to national curriculum, progression of vocabulary, progression of second order concepts and progression of abstract concepts of substantive knowledge

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| Objective | Year 1 |  | Year 2 |
| Christmas Through the Year | Moon Landing | Castles |  | Crimean Nurses | Great Fire of London | Local Area Study |
| changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  |  |  |  |  |  |  |
| events beyond living memory that are significant nationally or globally  |  |  |  |  |  |  |  |
| the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods |  |  |  |  |  |  |  |
| significant historical events, people and places in their own locality |  |  |  |  |  |  |  |

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| Objectives | Year 3 |  | Year 4 |  | Year 5 |  | Year 6 |
| King Richard III | Ancient Egypt | Stone Age to Iron Age |  | Greeks | Romans |  | Invaders | Crime and Punishment |  | WW2 | Mayans |
| changes in Britain from the Stone Age to the Iron Age |  |  |  |  |  |  |  |  |  |  |  |  |
| the Roman Empire and its impact on Britain |  |  |  |  |  |  |  |  |  |  |  |  |
| Britain’s settlement by Anglo-Saxons and Scots |  |  |  |  |  |  |  |  |  |  |  |  |
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  |  |  |  |  |  |  |  |  |  |  |  |
| a local history study |  |  |  |  |  |  |  |  |  |  |  |  |
| A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world |  |  |  |  |  |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |  |  |  |  |  |

**Glenmere Community Primary School**

**History Vocabulary Progression**

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|  | **Autumn 1** | **Autumn 2** | **Spring 2** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | Long ago, past, old, new, years, last (week, month, year), today, yesterday, tomorrow, order, time, before, after |
| **Year 1** | Christmas through the YearsPast, old, new, present, history | Castles Battle, queen, king, castles, motte, ruins | Moon LandingFamous, moon, space, NASA, Earth, flight |
| **Year 2** | Crimean NursesTimeline, historic, disease, heroine, lamp | Great Fire of LondonEye witness, bakery, events, disaster, London, diary | Local history |
| **Year 3** | Richard IIIMonarch, church, religion, battlefield, defeat, discover | Ancient EgyptTrade, chamber, army, settled, ancient afterlife | Stone Age to Iron AgePrehistory, gathers, tools, shelter, tribal, Skara Brae |
| **Year 4** | Ancient Greeks Beliefs, artefacts, invasion, democracy, laws, citizens | RomansEmpire, power, invaders, solider, tax, emperor |  |  |
| **Year 5** | InvadersKingdoms, settlements, conquer, Danelaw, treaty, unified | Crime and PunishmentTrial, chronology, shaming, accused, juries, abolished |  |  |
| **Year 6** | World War 2Territories, evacuation, occupied, rations, victory, propaganda | Ancient MayaCivilisation, excavate, monument, society, nobles, worship |  |  |

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|  | Reception | Year 1Year 2 | Year 3Year 4 | Year 5Year 6 |
| Chronological Understanding | To place events (pictures or text in order)To place numbers in orderUse words that indicate pastIdentify how they have changedTo identify things that are from the past/old Start to use words and phrases such as before, after, past, present, then and now | Use words and phrases relevant to the past; old, new, a long time ago. Recognise that some objects belong in the past. Begin to understand where people and events fit on a timeline. Recount changes within living memory. Use words and phrases such as before, after, past, present, then and now. Understand where people and events fit within a chronological timeline. Sequence photographs and objects on a timeline. | Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).Develop an increasingly secure chronological knowledge of local, British and world history, using dates. Use words and phrases related to a specific period. Understand more complex terms eg BC/AD. Put events, places and people on a timeline (matching dates) Use mathematical knowledge to work out how long-ago events took place. Identify some main events from a period of history (add some relevant detail about them) and order them | Develop an increasingly secure chronological knowledge of local, British and world history, using dates. Order a greater number of significant events, movements and dates on a timeline. Describe the main changes in a period in history and place them in the correct order. Summarise the main events from a period of history, explaining the order of events and what happened as well as understanding the main changesAccurately use dates and terms to describe historical events; Understand how some historical events/periods occurred concurrently in different locations |
| Cause and consequence | Question why things happen and give examples and explanationsBegin to identify what made something happen | Recognise why people did things, why events happened and what happened as a result: * Begin to recognise that significant events happened because of a cause
* Begin to understand that aspects of life changed following an event
 | Identify reasons for and results of people’s actions understand why people may have had to do something Look for links and effects in time studied offer a reasonable explanation for some events Address and devise historical questions about cause Comment on the importance of cause and effects for some key events. | Identify and give reasons for, results of, historical events, situations and changesExamine causes and results of great events and the impact on people Explain historically significant events in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Short and long term causes of events identified and explained |
| Change and Continuity | Can talk about changes that have happened to themselvesLook closely at similarities and differences, patterns and changeDevelop understanding of growth, decay and changes over time | Identify similarities and differences between ways of life at different timesCan identify old and new things in a pictureIdentify what was different and what was the same when their parents and grandparents were children | Can identify between and within periods: Things that stayed the same Things that changed Make links between events over time. Begin to note the similarities and differences: Within current period of history being studied When current period of history being studied is compared to previous periods that have been studied | Describe/make links between main events, situations and changes within and across different periods/societiesCan identify and explain within and between periods of history • key changes • similarities • why certain changes were important • any subtle differences between similarities • how changes may have been different in different places during the same period of history |
| Similarity and Difference | Know about similarities and differences between themselves and others and among families, communities and traditions | Start to understand life was different for different people in the past: • rich and poor • male and female Start to understand that this may have been different in different places at the same time | Identify (by including some examples) how life was different for different people in the past: • rich and poor • male and female • different cultures and races • different religions Identify that this may have been different in different places at the same time | Explain (and give examples) how life was different for different people in the past: • rich and poor • male and female • different cultures and races • different religions Explain (and give examples) that this may have been different in different places at the same time. Attempt to explain reasons for these differences or explain the reasons other give. |
| Historical Significance | Recognise and describe special times or events for family or friends | Talk about who was important e.g. in a simple historical accountKnow about why there (who or what) were important and what changed/happened | Identify historically significant people and events from a period of history and what they did/happened. Begin to identify why what they did (or what happened) was important and how it changed things for people | Identify historically significant people and events from a period of history. Explain why they were significant. Describe and explain why what they did (or what happened) was important and how it changed things for people. |
| Historical Interpretation | Understand people have had different experiences Understand people have different things. Understand people might like different things. | Identify different ways in which the past is represented. Identify that two people could explain something differently or retell a story in a different way | Understand that different versions of the past may exist. Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person’s place/role/side in history. | Understand that different versions of the past may exist and give reasons why. Compare accounts of events from different sources. Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person’s place/role/side in history. Make connections between different sources of evidence and identify the different interpretations. Understand the importance of checking the accuracy of interpretations/evidence |
| Historical evidence  | Sort some objects into new and old | Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects)Describe similarities and differences between artefacts Sort some objects/artefacts between then and now Look at pictures and photos to identify things from the past | Identify different sources that have given them information about the period they are studying. Identify if a piece of evidence is first-hand or someone’s view. Identify details in pictures and artefacts. Use evidence from a source to answer a question or support and answer | Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making Select relevant sections of historical information to answer a question/enquiry |
| Historical enquiry | Be curious about people and show interests in storiesAnswer ‘how’ and ‘why’ questions in response to stories and events.Explain own knowledge and understanding and asks appropriate questionsKnow that information can be retrieved from books and computersRecord using marks they can interpret and explain | Ask and answer questionsUnderstand some ways we find out about the pastChoose and use parts of stories and other sources to show understanding |  | Regularly address and sometimes devise historically valid questionsUnderstand how knowledge of the past is constructed from a range of sourcesConstruct informed responses by selecting and organising relevant historical information |
| Historical Investigation | 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.Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. | Start to compare two versions of a past event; Observe and use pictures, photographs and artefacts to find out about the pastStart to use stories or accounts to distinguish between fact and fictionExplain that there are different types of evidence and sources that can be used to help represent the past | Look at more than two versions of the same event or story in history and identify differences;Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. | Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; Show an awareness of the concept of propaganda; Know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources |
| Historical Interpretations |  | Observe or handle evidence to ask simple questions about the past; Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. | Use a range of primary and secondary sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past;Begin to undertake their own research. | Recognise when they are using primary and secondary sources of information to investigate the past; Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer. |