

Randlay Primary School and Nursery - History Curriculum Progression

Substantive Knowledge		EYFS		KS1		LKS2		UKS2	
	Chronological Knowledge & Skills	<p>I know about the past and the present in my life and my family's lives.</p>		<p>I know the difference between the past and the present.</p> <p>I know where people and events fit within a simple chronological framework.</p> <p>I know a range of terms related to the passing of time.</p>		<p>I know about events from the time period studied and how they would be represented on a timeline.</p> <p>I know the terms BC and AD and the dates they refer to.</p>		<p>I know the sequence of key events of the time period studied using precise dates.</p> <p>I know where the current time period studied relates to other time periods studied.</p>	
		<p>I can identify key events from my own life.</p>		<p>I can sequence events or objects in chronological order, including using a simple timeline.</p>		<p>I can sequence a number of the most significant events from the time period studied using some dates and period labels on a provided scale.</p> <p>I can use correct chronological vocabulary, including BC and AD.</p>		<p>I can sequence with independence the most significant events using precise dates and period labels, building towards developing own time scale.</p> <p>I can use correct chronology vocabulary, including BC and AD, with confidence.</p>	
	Topic Knowledge	Programme A	Programme B	Programme A	Programme B	Programme A	Programme B	Programme A	Programme B
		<p>Changes within living memory: all about me - family routines, home and school community, changes from a baby to now</p> <p>Events beyond living memory: seaside holidays past and present, Bonfire Night</p> <p>The lives of significant individuals in the past: The Queen</p> <p>Significant historical events, people and places in their locality: A time before electricity (Blists Hill)</p>	<p>Changes within living memory: all about me - family routines, home and school community, changes from a baby to now</p> <p>Events beyond living memory: comparison of transport past and present (Severn Valley Railway)</p> <p>The lives of significant individuals in the past: David Attenborough</p> <p>Significant historical events, people and places in their locality: TBC</p>	<p>Events beyond living memory, that are significant nationally or globally: Bonfire Night and Gunpowder Plot.</p> <p>Changes within living memory: Moon Landing.</p> <p>The lives of significant individuals in the past: Neil Armstrong (make comparisons with Tim Peake).</p>	<p>Changes within living memory: home, school, toys, leisure.</p> <p>Significant historical events in own locality: Randlay (Stirchley Chimney) and Ironbridge (Blists Hill).</p> <p>The lives of significant individuals in the past: Elizabeth I (make comparisons with Elizabeth II).</p>	<p>Changes in Britain from the Stone Age to the Iron Age: hunter-gatherers and early farmers, Skara Brae, Bronze Age settlements, religion, (Stonehenge), Iron Age hill forts and tribal kingdoms.</p> <p>Roman Empire and its impact on Britain: invasion of Britain, conflict with Celts and British resistance, the 'Romanisation' of Britain.</p> <p>Local history study: a study of a site that is significant in the locality - the Ironbridge.</p>	<p>Britain's settlement by the Anglo Saxons and Scots: Roman withdrawal from Britain c.AD 410, Anglo Saxon settlements and kingdoms, art and culture.</p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion (Lindisfarne AD 793), further Viking invasions and Danegeld, Anglo Saxon laws and justice.</p>	<p>The achievements of the earliest civilisations: an overview of where and when the first civilisations appeared and in-depth study of Ancient Egyptian society and its achievements.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066: analyse the changing role of women in society from ancient civilisations to the modern day (related to our wider WW2 topic).</p>	<p>A non-European society that provides contrasts with British history: The Maya Civilisation, c.AD 900.</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world: what did the Greeks do for us? Democracy, Olympics, language</p>
Substantive Concepts	<p>The following substantive concepts provide the 'golden threads' to our History Curriculum from EYFS to UKS2: Conflict, Invasion, Parliament & Democracy, Settlement & Migration, Monarchy and Sacrifice. These concepts support teachers with their planning and enable children to 'know more and remember more'. Please see separate concept maps and knowledge organisers for how these relate to the History topics taught across the school.</p>								

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Disciplinary Knowledge & Skills	History concepts				
		EYFS	KS1	LKS2	UKS2
	Change and development	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.	I know some similarities and differences between the periods, events and individuals studied.	I know the main similarities and differences between the time periods, places and cultures studied.	I know a range of similarities and differences across time periods, places and cultures studied.
		I can use talk to organise, sequence and clarify thinking, ideas, feelings and thoughts about my own life story and my family's history.	I can begin to independently identify similarities, differences, changes and connections within a specific time period.	I can make valid statements about the main similarities, differences, changes, connections and trends occurring across time periods, places and cultures and begin to identify themes within and between topics.	I can compare similarities, differences, changes, connections and trends across time, periods, places and cultures, establishing clear narratives within and across time periods and at local, national and world level.
	Cause and effect	I know that actions have an effect on others.	I know the actions of individuals from the past have had an effect on future events.	I know how events and individuals studied have had an effect on the world we live in today.	I know how the legacy and impact of significant events and individuals have shaped the modern world.
		I can use talk to organise, sequence and clarify my thinking about key events and individuals from my own family.	I can identify some relevant causes and effects for some of the main events and individuals that I have learnt about.	I can comment on the importance of cause and effect for some of the events, time periods and significant individuals across key concepts.	I can use evidence to support my understanding of the significance of cause and effect across a range of historical events and developments.
	Significance and interpretations	I know which times and events in my own life and those of my friends and family are considered the most important.	I know that certain aspects of a theme, society, period or person may be considered historically significant.	I know what it means for an event, period or person to be historically significant.	I know the importance of historical impact and legacy when considering interpretations of the past and historical significance.
		I can use talk to organise and sequence important times and events in my own life and the lives of my friends and family by hearing stories and looking at photographs.	I can identify some significant aspects of a theme, society, period or person and offer some comments on why I have selected these aspects.	I can explain why some aspects of historical accounts, themes or periods are significant.	I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance.

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Disciplinary Knowledge & Skills	Historical enquiry				
		EYFS	KS1	LKS2	UKS2
	Planning and carrying out a historical enquiry	I know questions help us to find out more about the past.	I know questions and answers help us find out more about the past.	I know that historical enquiries help us find out more about the past.	I know historical enquiries help us to deepen our understanding of the past.
		I can answer simple questions about my own experiences.	I can ask and answer questions about the topics I have studied using historical language.	I can devise historically valid questions different types of enquiry and answer them, choosing suitable sources of evidence to support my answer. I can state conclusions and give reasons for my ideas based on evidence.	I can select, organise and use information from more than one source to help investigate a historical enquiry. I can construct a valid and substantiated conclusion to an independently planned enquiry
	Using sources of evidence	I know how to use pictures, objects and stories to learn new information.	I know what a source is. I know there are different types of source, including written, visual and spoken sources and artefacts.	I know the difference between a primary source and a secondary source.	I know the difference between a primary, secondary and tertiary source and how they reliable they are as sources.
I can draw, talk and write to show my learning.		I can talk about some different ways that the past is recorded/represented. I can compare different sources of evidence. I can say which sources are most useful for a task. I can select information from more than one type of source to answer historical questions.	I can select and use sources to support my own opinions about the past. I can comment on the accuracy and usefulness of different sources of evidence. I can compare sources of evidence (primary and secondary) to find reliable information. I can explain why there are different accounts and interpretations of the past.	I can choose reliable sources of evidence to answer questions, including extended enquiries. I can evaluate the accuracy of a historical source based on when and where it was created and the audience and purpose. I can select relevant information and sources to produce structured work. I can use cause and effect to analyse the impact of an event.	

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Vocabulary		EYFS	KS1		LKS2		UKS2	
	Vocabulary for chronology	now, yesterday, last week, at the weekend, this morning, last night, before, time, long ago, year, month, day	when I was younger, when I was born, when I was a baby, a (very) long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, recently, during, modern, youngest, oldest, younger, older, next, then, began, sequence, decade, chronological, event, scale, timeline, within living memory, beyond living memory		century, BC (Before Christ) /AD (Anno Domini - in the year of our Lord), in the...century, in thedecade, era, date, time period, chronology, chronologically, change, ancient, timeline, (line of), circa, era		legacy, ancestor	
	Vocabulary for concepts	home, family, school, king, queen	monarch/monarchy, community, castle, protection, defence, important, industry, local area		war, peace, invade/invasion, settle/settler/settlement, tribe, migration, conquest, empire/emperor, fortress, nation, rebellion, technology		civilisation, parliament, democracy, political, social, cultural, government, citizen, religious, technological, industrial, trade, media, press, propaganda, immigration	
		how, why, because, find out, I wonder what, if, when, I can see, I saw, same, different, similar, change, what happened? remember, explain	history, historian, historical, evidence, source, museum, diary, artefact, account, recount		first-hand account, dig, excavate, archaeology, archaeologist, eyewitness, primary source, secondary source,, reasons, reliability, enquiry, perspective, conclusion, evaluate, influence		tertiary source, bias, empathy, source reliability, hypotheses, interpretation, analyse, refine, critical, significance	
	Vocabulary for topics	<div>Changes within living memory home, family, school, teachers, friends, celebrations</div> <div>Seaside holidays (past and present) same, different, past present, sandcastles, swimwear, ice cream, beach, sea, waves, shells</div> <div>The Queen crown, queen, king, castle, palace, prince, princess, jubilee, party, crown</div>	<div>Transport (past and present) bus, car, tram, train, bicycle, penny farthing, steam train, engine, aeroplane</div> <div>David Attenborough nature, animals, television, wildlife</div>	<div>Gunpowder Plot Guy Fawkes, The Gunpowder Plot, parliament, treason, plotters, King James I, Protestant, Catholic</div> <div>Moon Landing and Neil Armstrong NASA, spacesuit, astronauts, moon, moon buggy, Eagle Lunar Module, Neil Armstrong, Edwin ‘Buzz’ Aldrin, Michael Collins</div>	<div>Leisure old, new, toys, games, teddy bear, rocking horse, diablo, marbles, dolls, whip and top, jack-in-the-box, tea set, doll’s house, video games, tablet, electronics</div> <div>Local history Randlay, Stirchley Chimney, Ironbridge, Blists Hill, local area, community, industry</div> <div>Elizabeth I & II monarchy, king, queen, crown, orb, spectre, coronation, rule, power, castle, palace</div>	<div>Stone Age to Iron Age prehistory, hunter-gatherer, nomad, Palaeolithic, Mesolithic, Neolithic, tribe, Neanderthal, homo sapiens, pelt, beaker, Celt, bronze, roundhouse, hillfort</div> <div>Roman Britain empire, toga, aqueduct, Colosseum, centurion, emperor, amphitheatre, senate, gladiator, republic, mosaic, arch, chariot, hypocaust, tunic, Aquila, Pantheon, Testudo, Circus Maximus, legionary</div> <div>Local history Ironbridge, industry, Industrial Revolution, settlement, river, coal, furnace, smelt</div>	<div>Anglo Saxons Angles, Saxons, Jutes, mead, rune, wattle-and-daub, thatch, farmer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, monk, illumination, manuscript, Weregeld Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready</div> <div>Vikings longboat, longhouse, chieftain, berserker, Danegeld, feast, raid trade, Yggdrasil, runes, farmer-warrior, pagan, Danelaw, Asgard, Jarl, Karl, figurehead, chainmail, Valhalla, Hoplite, peninsula, oracle, terraced</div>	<div>Ancient Egypt pyramid, pharaoh, mummy, sphinx, Canopic jars, sarcophagus, hieroglyphs, Horus, Ra, irrigation, farming, sadoof</div> <div>Role of women throughout history patriarchy, hierarchy, matriarchy, revolution, suffrage, feminism, sexism, empowerment</div> <div>World War Two (Home Front) Allied Powers, Axis Powers, air raid, blackout, blitz, civilians, evacuee, liberate, Nazi, occupied, propaganda, rationing, RAF, Luftwaffe</div>

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<p>Cultural capital</p>	<ul style="list-style-type: none"> • Chinese New Year workshop/ demonstration with MDT (January) • Blists Hill visit • Severn Valley Railway visit • Parents and grandparents drop in to share stories 	<ul style="list-style-type: none"> • Warwick Castle • Blists Hill/Black Country Museum • Local walks - Stirchley Chimney 	<ul style="list-style-type: none"> • Visit to Wroxeter Roman City/Roman workshop in school • South Asian Heritage Month workshop with MDT (July) 	<ul style="list-style-type: none"> • Black History Month workshop with MDT and TAARC (October) • Birmingham Museum and Art Gallery - Ancient Egypt galleries • National Space Centre - revisit moon landing learning from KS1 • World War Two workshop - Women's Roles in the War • Outdoor Learning opportunities linked to Maya civilisation
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