

HISTORY : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Aims and Rationale

Our curriculum consists of the development of five key elements – chronology, range & depth of historical understanding, interpretations of history, historical enquiry, and organisation & communication of knowledge. Within these key elements are eight underlying concepts that are central to history – time, historical situations (a sense of period), continuity, change, cause, consequence/ result, interpretations/ points of view, and historical evidence (from Fines & Nichol, 1997).

We have chosen not to teach historical topics within a progressive chronological framework because we believe that chronology is best taught as part of the topic so that children develop an understanding of the passing of time and are able to place each unit into a framework. “Chronology ... does not just mean the ability to recite dates or put them correctly on a timeline. It also involves understanding the causes and effects of changes, duration, slow changes and rapid changes, similarities and differences within and between periods, the key events and the ethos of periods, concurrent changes in different societies or in aspects of a society.” (Cooper, 2011)

Our teaching sequence has been developed from the research undertaken by Prof Alan Hodkinson: “Key Stage 1 pupils should be aware of terms that describe the passing of time and be able to place events and objects in chronological order. Furthermore, they should be aware of a past beyond living memory. Early in KS2, pupils should develop an awareness of chronology, be able to employ dates and terms to describe the past, and realise that the past can be divided into periods. Later in KS2, pupils should produce work making appropriate use of dates and terms such as ancient, modern, AD, BC, century and decade.” (Reynolds & Hodkinson 2011)

It therefore starts with children learning about events that happened within their own or their family’s lifetime so that they are able to make conceptual sense of these. During KS1 they become exposed the concept of events that happened before this timeframe, and increasingly understand longer periods of time. During KS2 the periods studied extend in terms of time and geography. Pupils are expected to compare and contrast these periods and understand how they relate to each other in terms of chronology. “Coherence is often best achieved when pupils see the links, connections and inter-relationships across periods, themes and events.” (Lomas, 2017)

We have been discerning in the depth of study for each time period. Some of these will be a broad overview study, but others will investigate a particular focus in depth and detail. In this way, we believe that pupils will develop a more thorough understanding of the past: “for the curriculum to ensure that pupils study overview as well as in-depth topics so that they can develop a coherent chronological framework for the separate periods

and events that they study" (Ofsted: History for All, 2011) Although we have indicated where topics might be studied in outline or in depth, the decision ultimately rests with the class teacher who will take into account the needs and interests of that cohort of pupils.

Through studying a range of topics children will assimilate a rich body of knowledge that they will be able to draw from when demonstrating an understanding of historical concepts. We do not believe that these can be conceptualised in isolation, but require integration with content. (Lomas 2020)

FOUNDATION

Topics/Themes/Texts:	The key things we want children to know/be able to do
Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.	- Remember and talk about significant events in their own experience. <i>e.g. talk about when they started school</i> - 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> - Talk about past and present events in their own lives and in the lives of family members. <i>e.g. talk about their pre-school, a family wedding</i> - Know about similarities and differences between themselves and others and among families, communities and traditions. <i>e.g. know about festivals and celebrations, stories and traditional tales</i>

YEAR 1

Topics/Themes/Texts:	The key things we want children to know/be able to do
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• Know that some historical events happened a very long time ago and pre-date history: dinosaurs. • Know about some features from Britain in the 1960s. • Know about some people who were famous for exploring the world.	• 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> • Talk about people and places beyond their own lifetime and experience with a sense of historical situations. ◦ <i>e.g. talk about their parents and grandparents lifetimes, or a significant historical figure</i> • Start to use ways to show the passage of time. ◦ <i>e.g. start to use a timeline to order events</i> Ask and answer questions about people and places beyond their own experience. ◦ <i>e.g. talk about a significant event or famous person</i> • 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>
YEAR 2	
Topics/Themes/Texts:	The key things we want children to know/be able to do
• Know about the life and achievements of a significant historical figure (e.g. Neil Armstrong). • Know about an event beyond living memory (e.g. the Great Fire of London) as a significant national event. • Know about how Monk Fryston/Saxton has changed over time.	• 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> • 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>

	• Use everyday historical terms, developing a greater sense of historical situations. ◦ <i>e.g. use terms to describe housing construction in the past, comparing explorers</i> • 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> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. ◦ <i>Look at a picture of an event and compare it to a newspaper report or diary</i>
YEAR 3	
Topics/Themes/Texts:	The key things we want children to know/be able to do
• Know about changes in Britain from the Stone Age to the Iron Age, recalling key features of the time periods. • Know that in the past different people have traded, invaded and settled in Britain. • Understand the term “to conquer” and explain this using the context of Britain. • Know the outline features of Anglo Saxon and Scot settlement in Britain. • Understand the key features of life in Viking Britain. • Identify similarities and difference between invaders.	• 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> • 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> • 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>

	- Start to use different sources of information to construct their view of the past. <i>use an artefact to identify a feature of life in the past; talk about the Vikings from a raider or trader perspective</i>
YEAR 4	
Topics/Themes/Texts:	The key things we want children to know/be able to do
- Know about life in Roman Britain and the legacy that this left (e.g a study of the Roman empire and the power of its army.) - Understand the terms “civilization” and “empire” through the context of Roman Britain - Know about the achievements of ancient civilization through an in-depth study of Ancient Egypt. - Compare a key aspect of two civilizations.	- Demonstrate a knowledge of a wider range of events that include British, local and world history. <i>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> - 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> - 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> - 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> - 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>

YEAR 5	
Topics/Themes/Texts:	The key things we want children to know/be able to do
• Understand features of the history of Towton, answering specific questions about the Battle of Towton and the development of the local area. • Understand the term “monarchy” and use this when describing the Battle of Towton • Know the key features of an aspect of life in Ancient Greece. • Identify the cause of a key event.	• 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> • 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> • 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> • 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> • 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>
YEAR 6	

Topics/Themes/Texts:	The key things we want children to know/be able to do
• Understand and know about the historical features of Early Islam. • Know about specific features of a significant turning point in British history (e.g. an aspect of life in Victorian Britain). • Draw comparisons between key aspects of a theme. • Explore cause and consequence of an event in detail.	• 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> • 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> • Know and use a range of historical terms accurately. ◦ <i>e.g. describe periods using century, decade, AD/BC, or period-related such as monarch, source, parliament</i> • Regularly address and sometimes devise historically valid questions about change, cause and consequence, similarity and difference, and significance. ◦ <i>e.g. state why an event is worthy of historical study; describe how and why events are more important than others</i> • Create informed responses that involve thoughtful selection and organisation of relevant historical information. ◦ <i>e.g. make a film or create an artefact that draws from information</i> • Understand how our knowledge of the past comes from a range of sources. ◦ <i>e.g. use diaries, buildings, artwork, letters, photographs to create a view of the past</i>

YEAR 7	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
	- begin to extend and deepen their chronologically secure knowledge and understanding of British, local and world history, identifying some significant events. <i>e.g. prioritising events on a timeline; categorising political, social or economic events</i> - make pertinent connections and draw contrasts within periods studied. <i>e.g. link events such as the Reformation into Civil War</i> - use historical terms and concepts in increasingly fluent ways. <i>e.g. use period-specific vocabulary; use the terms 'church', 'catholic' etc in context</i> - regularly devise and address historically valid questions about change, cause and consequence, similarity and difference, and significance. <i>e.g. use of 5-w; 'Why did Charles I lose the Civil War?'</i> - create structured and supported accounts in their responses. <i>e.g. produce an extended written piece describing the answer to an enquiry</i> - understand how different types of historical sources are used to make historical claims and begin to explain them. <i>e.g. make inferences about the Battle of Hastings from the Bayeux Tapestry</i>

YEAR 8 / end of KS3	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
	• extend and deepen their chronologically secure knowledge and understanding of British, local and world history, identifying significant events. ◦ <i>e.g. identifying a turning point that led to significant events</i> • make connections, draw contrasts, and analyse trends within periods and over long arcs of time. ◦ <i>e.g. thematic study of an aspect of history over time such as medicine or migration</i> • use historical terms and concepts in increasingly sophisticated ways.

	○ <i>e.g. use language to show different aspects of historical arguments</i> ● pursue historically valid enquiries including some they have framed themselves. ○ <i>e.g. self-created enquiry about the home front, and the role of women in WWII</i> ● create relevant, structured and evidentially supported accounts in their responses. ○ <i>e.g. compare the way that women were valued in Britain and Germany in WWII</i> ● understand how different types of historical sources are used to make historical claims and explain how and why contrasting arguments and interpretations of the past have been created. ○ <i>e.g. assessment of two interpretations of a particular topic, such as positives and negatives of Churchill as a war leader</i>
YEAR 9	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
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