



Our History Curriculum



Progression and Skills Overview

History

Aims and Intent:

Our children will develop an awareness of the past by asking and answering historical questions and using a wide range of primary and secondary sources, educational trips and visits to support their learning. They develop an understanding of the chronological narrative of Great Britain from the earliest times to the present day, by exploring how people lived and discovering how outside influences from the wider world have shaped the nation we have become. They will learn about significant people and events which have influenced their Eccles, Salford, Britain, Europe and the wider world and how the rise and fall of civilisations, empires, monarchies have shaped our society and Britain as we know it. They will begin to understand how cultural, political and economic climates and reforms affected people living in different contexts throughout time. They will develop the skills of historical enquiry, analysing and using evidence from different sources, to support and question historical claims and compare local, national and international history. They will become confident using historical terms and vocabulary relating to the passing of time and apply this to their written work.

Key Stage 1 National Curriculum Expectations




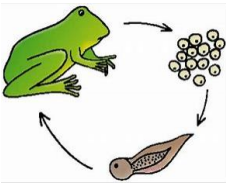






Pupils should be taught about:

- 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 [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- 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.

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| EYFS (Nursery & Reception) | <p>Unit 1</p> <p>What is magical about me and my family?</p>  | <p>Unit 2</p> <p>What makes a house a home? Are all homes the same as mine?</p>  | <p>Unit 3</p> <p>What would I see if I travelled from Earth into Space?</p>  | <p>Unit 4</p> <p>How do plants and animals change and grow?</p>  | <p>Unit 5</p> <p>What amazing animals will I see in different places around the world?</p>  |
| | <p>Unit 6</p> <p>What might I see swimming under the sea?</p>  | <p>Unit 7</p> <p>How can I travel and explore my world?</p>  | <p>Unit 8</p> <p>How do heroes and superheroes make the world a better place?</p>  | <p>Unit 9 (ongoing)</p> <p>How does the weather and my environment change through the Seasons?</p>  | <p>Unit 10 (ongoing)</p> <p>How do people celebrate through our world?</p>  |

(Development Matters Statements/Early Learning Goals linked to History)

- Children can talk about what they see, using a widening range of vocabulary.
- They can begin to make sense of their own life-story and family's history.
- They can comment on images of familiar situations in the past.
- They can compare and contrast characters from stories, including figures from the past
- They can talk about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.

**Year 1 & Year 2
(Cycle A & Cycle B)**

How has Salford and Eccles helped to make Britain great?

NC: To learn about significant events, people and places in their own locality.



What caused the Great Fire of London and how did it affect people's lives?

NC: To learn about an event beyond living history which are significant nationally and/or globally.



Who are the greatest explorers and what have they discovered?

NC: To know about the lives of significant individuals who have contributed to national and international achievements.



Who are the real-life heroes in our world?

NC: To learn about the lives of significant individuals who have contributed to national and international achievements.



How have inventors changed our lives for the better?

NC: To learn about the lives of significant individuals and events beyond living memory which have contributed to national and international achievements.



How is life different for our Queen than Kings and Queens before her?

NC: To learn about the lives of significant individuals and compare aspects of life in different periods.



Historical Interpretations

Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Children can:

- start to compare two versions of a past event;
- observe and use pictures, photographs and artefacts to find out about the past;
- start to use stories or accounts to distinguish between fact and fiction;
- explain that there are different types of evidence and sources that can be used to help represent the past.

Historical Investigations

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- 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.

Chronological Understanding

Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.

Children can:

- sequence artefacts and events that are close together in time;
- order dates from earliest to latest on simple timelines;
- sequence pictures from different periods;
- describe memories and changes that have happened in their own lives;
- use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.

Knowledge and Understanding of Events, People and Changes in the Past

Children should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.

Children can:

- recognise some similarities and differences between the past and the present;
- identify similarities and differences between ways of life in different periods;
- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did;
- describe significant individuals from the past.

Presenting, Organising and Communicating

Children should use a wide vocabulary of everyday historical terms.

Children can:

- show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;
- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past;
- use drama/role play to communicate their knowledge about the past.

How did life in Britain change during the Stone Age and Iron Age?

NC: To know about changes in Britain from the stone age to the iron age, which could include late Neolithic hunter gatherers and early farmers Skara Brae. Bronze age religion, technology and travel e.g. Stonehenge. Iron age forts, tribal kingdoms, farming, art



and culture.

Why did the Anglo-Saxons choose to settle in in Britain and how did they protect Britain against the Vikings?

NC: To learn about Britain's settlement by Anglo-Saxons and the Viking and Anglo-Saxon struggle for the Kingdom of England from Alfred the Great to the time of Edward the Confessor.



Could the Ancient Egyptians be history's greatest achievers?

NC: To learn about the achievements of an ancient civilisation.



What did the Romans do for us?

NC: To know about the Roman Empire and its impact on Britain, which could include Julius Caesar's attempted invasion, British resistance e.g. Boudicca and the Romanisation of Britain, including early Christianity.



Historical Interpretations

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- 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.

Historical Investigations

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- use a range of 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.

Chronological Understanding

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children can:

- 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).

Knowledge and Understanding of Events, People and Changes in the Past

Children should note connections, contrasts and trends over time.

Children can:

- note key changes over a period of time and be able to give reasons for those changes;
- find out about the everyday lives of people in time studied compared with our life today;
- explain how people and events in the past have influenced life today;
- identify key features, aspects and events of the time studied;
- describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Organising and Communicating

Pupils should develop the appropriate use of historical terms.

Children can:

- use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
- present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
- start to present ideas based on their own research about a studied period.

How did the Battle of Britain mark a significant turning point in British History?

NC: To study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.



What legacy have the lives and achievements of the Ancient Greeks left with us today?

NC: To know the legacy of Greek culture on later periods in British history. To study Greek life and its achievements



How did Britain become so powerful during Queen Victoria's reign and how did Salford and Eccles contribute to the Industrial Revolution?

NC: To study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. To know about the changing power of monarchs and significant events in British history which shaped Britain today. To study how this is reflected in our locality.



How did Mayan civilisation differ to civilisation in British history?

NC: To learn about a non-European society that provides contrasts with British History.



How did the events of the Titanic demonstrate the class structures in national and global society at that time?

NC: To make connections between national and international history and between cultural, economic, and social history.



Historical Interpretations

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- 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;
- 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;
- begin to evaluate the usefulness of different sources.

Historical Investigations

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- 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.

Chronological Understanding

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children can:

- order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- accurately use dates and terms to describe historical events;
- understand and describe in some detail the main changes to an aspect in a period in history;
- understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Events, People and Changes in the Past

Pupils should note connections, contrasts and trends over time.

Children can:

- identify and note connections, contrasts and trends over time in the everyday lives of people;
- use appropriate historical terms such as culture, religious, social, economic and political when describing the past;
- examine causes and results of great events and the impact these had on people;
- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Organising and Communicating

Pupils should develop the appropriate use of historical terms.

Children can:

- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;
- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;
- plan and present a self-directed project or research about the studied period.