

History Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Year A Curriculum Overview

	Autumn		Spring		Summer	
	Impact & Power		Perspective & Empathy		Celebration & Change	
Year 5/6	What was the Impact of WW1?		What were the experiences of those in the Slave Trade?		How has Britain changed through the ages?	
Year 3/4	How did the Nile impact on Ancient Egyptians?		What was life like for an Anglo- Saxon?		What led to the Viking invasion?	
Year 1/2	What was the impact of X		How have lives changed for people in Stelling Minnis?		Why do we still have toys?	
EYFS	Why am I marvellous?	What is your superpower?	What Tales do we enjoy?	What is it like in the great outdoors?	Why do we celebrate everyone?	Where have I been & where will I go?

Year B Curriculum Overview

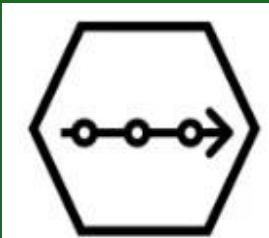
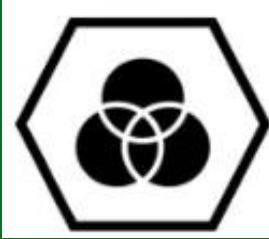
	Autumn		Spring		Summer	
	Responsibility & Risk		Culture & Diversity		Reflection & Legacy	
Year 5/6	Did Henry viii lead responsibly?		What was the role of foreigners & Immigrants within Ancient Greek society?		How has Britain influenced Crime & Punishment?	
Year 3/4	What risks did Stone Age people face?		How did the Iron Age progress society?		What did the Romans leave behind?	
Year 1/2	Who is to blame for the Great Fire of London?		Why do we have a Royal Family? H		How did Darwin teach us about evolution? H	
EYFS	Why am I marvellous?	What is your superpower?	What Tales do we enjoy?	What is it like in the great outdoors?	Why do we celebrate everyone?	Where have I been & where will I go?

An inclusive History Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We

believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for History, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
<ul style="list-style-type: none">Maps, atlases, artefacts, models and photographs are labelled and accessible.Larger print maps and atlases are provided for pupils with visual difficulties.Symbols are used to identify specific historical vocabulary e.g. maps, atlas, timeline, artefact,ICT equipmentDisplays for access of information	<ul style="list-style-type: none">Summarising ideas in pictures.Modifying visual sources to show change.Comparing visual sources from different times.Explaining patterns in graphs.Using visual timelines.Storyboarding.Written sources being converted into auditory form. Using auditory forms of evidence to develop understanding including: famous speeches, sounds such as sirens, songs, spoken interviews.Role play events.Creating models/art work to represent moments from history e.g. air raid shelters, Great Fire of London models.Using symbols.Drama to portray moments from history.	<ul style="list-style-type: none">Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning.Vocabulary to be taught explicitly to ensure that pupils do not misunderstand concepts. Words may include: chronology, timeline, era, past, present, BC, AD, civilisation.Word banks to be created and displayed within the classroom.	<ul style="list-style-type: none">Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress.Targeted questioning enables adults to check understanding.Mind mapping to be used as a tool to establish prior knowledge and to organise historical concepts into categoriesOral recall of information

Historical Skills overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology 	Talk about past and present events in their own lives; begin simple sequencing.	Understand past/present; sequence personal events; simple time words.	Sequence events; distinguish recent/long ago; use past/present/decade.	Place periods on simple timeline; understand centuries; order periods.	Use BC/AD; compare durations; use terms like era/ancient/modern.	Place multiple periods; use exact dates; understand timelines showing change.	Create scaled timelines; understand parallel civilisations; explain chronology.
Change & Continuity 	Notice changes within their immediate environment; talk about similarities/differences.	Identify simple changes in living memory; describe then/now.	Compare life in different eras; identify things that stayed same.	Describe changes in periods; recognise simple causes.	Explain change and continuity; identify reasons and impacts.	Analyse significant changes; consequences ; compare periods.	Evaluate major changes; compare long-term themes; explain complex causes.
Historical Knowledge & Awareness 	Begin to understand that the past is different; know simple facts about familiar people/events.	Recognise historical figures/events; notice differences past/present.	Know key facts beyond living memory; multiple stories in history.	Describe period features; use evidence to ask questions.	Secure factual knowledge; understand partial sources; compare accounts.	Use varied evidence; understand bias; deeper factual knowledge.	Communicate detailed knowledge; evaluate evidence; understand interpretations.

Scheme of Learning & Progression: Year A

Whole School Core Concepts

Year Group	Impact & Power (Term 1 and 2)	Perception & Empathy (Term 3 and 4)	Celebration & Change (Term 5 & 6)		
EYFS	<p>Key Question? What is your superpower?</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society 	<p>Key Question? What Tales do we enjoy?</p> <p>Understand the past through setting, characters and events encountered in books read in class and storytelling</p>	<p>Key Question? Why do we celebrate everyone?</p> <p>Know some similarities and differences between life in this country and life in other countries, drawing on knowledge of stories and non-fiction texts</p>		
Year 1 & 2	<p>Key Question: What was the impact of Mary Seacole? </p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. I can explain why Mary Seacole is famous 2. Using a story, I can recount Mary's greatest achievements 3. I can use historical facts to identify Mary Seacole and Florence Nightingale 4. I can identify how people have been influenced by Mary Seacole 	<p>Key Question: How have lives changed for people in Stelling Minnis?   </p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. I can discuss the history of the school building 2. I can identify places of historical interest in our locality 3. I can begin to understand why certain places or events are significant in our locality 4. I can gather photographs, maps and other materials to create a display about the local area 	<p>Key Question: Why do we still have toys?  </p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. I can order toys from different eras 2. I can explain how toys have changed (materials, electronic/non-electronic) 3. I can find differences between the toys in the past and now 4. I can explain why we still have toys 		
	<p>Disciplinary Knowledge Year 1</p> <ul style="list-style-type: none"> - Respond to simple questions about the past - Begin to identify and recount historic details from the past e.g. pictures and stories 	<p>Disciplinary Knowledge Year 2</p> <ul style="list-style-type: none"> - Find answers and respond to simple questions about the past - Appreciate the people in the past who have contributed to national and 	<p>Disciplinary Knowledge Year 1</p> <p>To appreciate the difference between long ago and very long ago</p> <p>Disciplinary Knowledge Year 2</p> <ul style="list-style-type: none"> - To appreciate the difference between long ago and very long ago - Point out similarities and differences between ways 	<p>Disciplinary Knowledge Year 1</p> <ul style="list-style-type: none"> - Recognise familiar objects we have today would have been different in the past - Observe and handle artefacts and ask simple questions about the past 	<p>Disciplinary Knowledge Year 2</p> <ul style="list-style-type: none"> - Choose and select evidence and how it can be used to find out about the past

Able to talk about people and events they have studied	international achievements		of life at different times	Consider the differences between long ago and now	
Substantive Knowledge <ul style="list-style-type: none"> - I know Mary Seacole is a nurse in the Crimean War - I know Mary Seacole travelled and helped people - I know some facts about Mary Seacole - I know some facts about Florence Nightingale - I know what influence means - I know that people have been influenced by Mary Seacole 	Substantive Knowledge <ul style="list-style-type: none"> - I know that the school was built in 1784 - I know about the Minnis - I know about the villages of Bossingham and Stelling Minnis - I know why the Romans were important to Stelling Minnis - I know why the Saxons were important to Stelling Minnis - I can explore photographs from the locality - I can look at maps of the locality - I know the difference between long ago and very long ago 	Substantive Knowledge <ul style="list-style-type: none"> - I know which toys were around before the war - I know which toys were around during the war - I know which toys were around in the late 20th Century - I know which toys were around in the early 21st Century - I know that the materials of toys have changed - I know that many toys used to be wooden but now they are more plastic - I know toys from the past - I know toys from now - I know what toys we have now - I know why we still have toys 			
NC Links <ul style="list-style-type: none"> -The lives of significant individuals in the past who have contributed to national and international achievements 	NC Links <ul style="list-style-type: none"> - Significant historical events, people and places in their own locality - Changes within living memory - Know how the local area is different to how it used to be a long time ago - Differentiate between things that were here 100 years ago and things that were not - Know the difference between their school days and that of their grandparents 	NC Links <ul style="list-style-type: none"> - Know that toys their grandparents played with were different from their own - Organise a number of artefacts by age - Know what a number of older objects were used for - Know what we use today instead of a number of older given artefacts - Know that children's lives today are different to children a long time ago 			
Vocabulary <ul style="list-style-type: none"> Significant, past, century, before, Crimean War, prejudice 	Vocabulary <ul style="list-style-type: none"> Present, past, old, new, modern, landmark 	Vocabulary <ul style="list-style-type: none"> Past, now, old, modern, artefacts, present, before 			

Year 3 & 4	Key Question: How did the Nile impact on Ancient Egyptians? 	Key Question: What was life like for an Anglo-Saxon? 	Key Question: What led to the Viking invasion? 
	Learning Objectives <ol style="list-style-type: none"> 1. I can locate Egypt and the River Nile on a map and place the Ancient Egyptians on a timeline 2. I can explain how the Nile helped Egyptians grow food 3. I can identify how the Nile impacted trade, economy and 4. I can use a range of evidence to understand the importance of the River Nile and how it affected everything in Ancient Egypt 	Learning Objectives <ol style="list-style-type: none"> 1. I can place the Anglo-Saxon period on a timeline 2. I can describe the different sources of evidence that historians have used to uncover life in Anglo-Saxon Britain 3. I can explain how archaeologists have used grave goods to make inferences in Anglo-Saxon Britain 4. I can explain what historians think they have found out about Christianity in Anglo-Saxon Britain from buildings and artefacts 	Learning Objectives <ol style="list-style-type: none"> 1. I can place the Viking period on a timeline in relation to other periods of history studied 2. I can describe the early Viking raids on Lindisfarne 3. I can describe how Viking raids on the British Isles were part of a bigger story of seafaring and expansion 4. I can describe how the Vikings took over more and more of Britain in the 800s CE.
Disciplinary Knowledge Year 3 <ul style="list-style-type: none"> - Use appropriate dates e.g. BC, AD and CE - Understand that significant discoveries and inventions created much change in people's lives - Observe and use artefacts to find out about the past 	Disciplinary Knowledge Year 4 <ul style="list-style-type: none"> - Use a timeline in relation to the unit - Appreciate that some historical events occurred concurrently in different locations e.g. Indus Valley and Ancient Egyptians 	Disciplinary Knowledge Year 3 <ul style="list-style-type: none"> - Begin to use dates to explain British, local and world history - Use a wide variety of sources to collect information about the past - Know that much of what is presented as historical fact and based on limited information 	Disciplinary Knowledge Year 4 <ul style="list-style-type: none"> - Construct informed responses about one aspect of life - Able to place events, people and changes of British, local and world history on a timeline - Use a range of sources to collect information about the past - Know that historical recounts are

			prone to exaggeration		
	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - I know that Egypt is in Africa - I know that the River Nile runs through most of Egypt - I know that flooding, planting and harvesting of the River Nile helps to grow food - I know that grain, gold, fish, linen and papyrus is traded on the River Nile - I know that without the River Nile the country and its people wouldn't survive 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - I know where the Anglo-Saxons fit on the timeline - I know the types of sources that historians used to uncover life in Anglo Saxons - I know what grave goods are - I know how grave goods can provide inferences to life in Anglo Saxon Britain - I know the link between Christianity and the Anglo-Saxons 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - I know where the Vikings fit on the timeline - I know which periods come before and after the Vikings - I know about the raids in Lindisfarne - I know what seafaring is - I can explain what the British Isles are - I know how and why the Vikings took over Britain. 		
	<p>NC Links</p> <ul style="list-style-type: none"> - The achievements of the earliest civilisations – Ancient Egypt - Location and Time Period - Importance of the River Nile - Pharaohs and Society - Beliefs and Afterlife - Key achievement and inventions - 	<p>NC Links</p> <ul style="list-style-type: none"> - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Anglo-Saxon laws and justice 	<p>NC Links</p> <ul style="list-style-type: none"> - Motivation for Vikings raids and invasion - Viking raids and invasion - The Vikings struggle for the Kingdom of England 		
	<p>Vocabulary</p> Mummification, Nile, Pharaoh, Tutankhamun, Hieroglyphs, Papyrus, Irrigation, Civilisation, Pyramids,	<p>Vocabulary</p> Invasion, settlements, hierarchy, Paganism, craftsman, Archaeologists	<p>Vocabulary</p> Raids, invasion, Longboats, monk, priory, saga, fortified, seafaring, expansion, CE (common era)		
Year 5 & 6	<p>Key Question: What was the Impact of WW1?</p> 	<p>Key Question: What were the experiences of those in the Slave Trade?</p> 	<p>Key Question: How has Britain changed through the ages?</p> 		
	<p>Learning Objectives</p> 1. I can identify the countries involved in World War 1 2. I can explain the causes of the war	<p>Learning Objectives</p> 1. I can explain the events that led to the beginning of the Slave Trade	<p>Learning Objectives</p> 1. I can identify the key figures and events of the Second World War e.g. the Blitz, D-Day		

	<p>3. I can use sources to explore life in the trenches and life on the home front</p> <p>4. I can understand the significance of Remembrance</p>	<p>2. I can use primary and secondary sources to decide if the siege on Benin by the British Army was justified</p> <p>3. I can analyse the trade relationship between Benin and European travellers.</p> <p>4. I can understand the impact of the demise of the Kingdom of Benin</p>	<p>2. I can explore how local people lived during the war e.g. children evacuees</p> <p>3. I can use primary and secondary sources to understand the impact on the locality</p> <p>4. I can compare and contrast the experiences of local people since the end of World War 2</p>		
<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - Know and describe in some detail the main changes to an aspect in a period of history being studied - Accurately use dates and terms to describe historical events - Describe connections, contrasts and trends over short and long time periods - Start to know the difference between primary and secondary evidence and the impact of this on reliability 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - Describe main changes in a period in history using words such as social, religious, political, technological and cultural - Use a wide range of different evidence to collect evidence about the past - Investigate own lines of enquiry by posing historically valid questions to answer <p>Appreciate that people in the past represent events or ideas in a way that may be to persuade others</p>	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - Realise that there is often not a single answer to historical questions - See the relationship between different periods and the legacy or impact today 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - Find and analyse a wide range of evidence about the past - Begin to evaluate the usefulness of different sources - Form own opinions about historical events from a range of sources 	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> - Show chronologically secure knowledge and understanding of local, national and global history - Find and analyse a wide range of evidence about the past 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> - Demonstrate a coherent chronological narrative, knowledge, Britain's past and the wider world - Use primary and secondary sources to investigate the past - Understand the complexity of people's lives in the past

	<ul style="list-style-type: none"> - Devise questions about change, cause and consequences - Show an awareness of propaganda and censorship 				
Substantive Knowledge	Substantive Knowledge	Substantive Knowledge			
<ul style="list-style-type: none"> - I know that the British Empire, France, Italy and Germany were some of the countries involved in WW1 - I know that the assassination of Archduke Franz Ferdinand contributed to the start of WW1 - I know that food was scarce and conditions were horrible in the trenches 	<ul style="list-style-type: none"> - I know that labour shortages, maritime technology and economic factors contributed to the slave trade - I know there was a siege by the British Army on Benin 	<ul style="list-style-type: none"> - I know that Winston Churchill and Adolf Hitler were Key figures of WW2 - I know that the Blitz and D-Day were significant events of WW2 - I know about local children in Stelling Minnis during WW2 			
NC Links	NC Links	NC Links			
<ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 - Significant turning point in British History - Knowing the start and end dates of the conflict - Understanding the main events that led to the outbreak of war - Archduke Franz Ferdinand and Chamberlin 	<ul style="list-style-type: none"> - A non-European society which provides contrast with British History – Benin (West Africa AD 900-1300) - The arrival of the Ewka dynasty in the 12th Century and its relation to the history of Benin - The Golden Threads of Trade Settlement and Invasion – trade relationships with Benin and other European travellers - The Guild structure in the city of Benin making trade so lucrative - The demise of the Kingdom of Benin through the massacre of the British Army in the late 19th Century 	<ul style="list-style-type: none"> - Local History Study – understanding the local impact of WW2 - Investigate local experiences - Examine local infrastructure - Analyse local sources - Identify key events - Compare and contrast the experience of local people with those in other parts of the country or world 			
Vocabulary Primary Sources, Secondary Sources, Propaganda, bias, allies, armistice, rationing Treaty of Versailles, home front, Remembrance	Vocabulary Benin, Nigeria, slavery, merchants, siege, Voyage of Discovery, trade, invasion, governance, settlements	Vocabulary Primary Sources, Secondary Sources, Blitz, evacuation, evacuee, Spitfire, air raid, rationing			

