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Progression Intent

History

The intention of the History curriculum

To ensure that all pupils:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- inspire pupils' curiosity to know more about the past.
- equip them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

What are the key features of 'knowledge-rich' assessment for History?

- At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:
 - Chronology, from the stone age to
 - One study beyond 1066
 - Ancient civilizations
 - Civilizations around 900AD
 - Ancient Greece 1066
- There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
- There is a difference between knowledge which will be retained close to the point of teaching and that which will be retained for ever.
- In effect, sticky knowledge refers to the long-term memory and should not be assessed too close to the point of teaching.

Subject curricular goals: Key Stage 1

Working Historically: Key Stage 1

Year 1

Year 2

Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content through:

Sticky knowledge

- Use common words and phrases relating to the passing of time
- Introduce the term 'chronological' in the context of talking about time periods in history
- Place events chronologically (e.g., three events - a long time ago, yesterday, now)
- Recognise similarities and differences between ways of life in different periods
- Use vocabulary of everyday historical terms
- Ask and answer questions about the past
- Use historical sources, including stories, to know about the past
- Begin to know that the past can be represented and recounted in different ways

- Use common words and phrases relating to the passing of time to show an awareness of the past
- Know and use the term chronological in the context of talking about time periods in history
- Place events in history in relation to how they fit within a chronological framework.
- Identify and explain similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions to show that they know and understand key features of historical events
- Use historical sources, including stories, to explain their understanding about the past
- Know that the past can be represented and recounted in different ways

Vocabulary

Long time ago, Before, Yesterday, In the past, A long, long time ago, Ages ago, Before I was born, When ... was little/young/born, Now, When I was born/a baby, Last week, Artefacts, Historical

During ..., In ... a time, When, Recently, Past, present, future, Artefacts, Historical, Chronological, Time period, Olden days, Old fashioned, Modern, Sources

History: Key Stage 1			
		Year 1	Year 2
Within living memory	<ul style="list-style-type: none"> Changes within living memory. Where approp, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> To know about holidays in the past and how have they have changed over time To identify similarities and differences between holidays past and present 	<ul style="list-style-type: none"> To develop some understanding of the current British monarchy and understand their current roles within British society, particularly Queen Elizabeth, Prince Charles and Prince William To identify and describe the significance of the Apollo 11 mission and how the advancements in technology led to international change
		<i>Holidays, Seaside, Past, Present, Decade, Travel, Leisure, Souvenir,</i>	<i>Space, Neil Armstrong, Apollo 11, Mission, King, Queen, Prince, Princess, Monarchy, Commonwealth, Head of State, Heir</i>
Beyond living memory	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals /anniversaries] 	<ul style="list-style-type: none"> To recognise that Captain Scott and Crew were the first British explorers to reach the South Pole due to the advancements in technology To understand the significance of exploration in these times and the impact that this has on us today To describe and categorise what life was like during the Victorian Era in particular the lives of children To compare and contrast school life from the Victorian Era and today To categorise, compare and contrast Victorian school artefacts to today 	<ul style="list-style-type: none"> To identify and describe how the Great Fire of London started, the impact it caused and the significant changes that this led to To describe how life changed in London after the fire and how this positively affected life nationally
		<i>Antarctica, South Pole, Exploration, Achievements, Expedition Rich, Poor, School, Cane,</i>	<i>Great Fire. London, Samuel Pepys, Pudding Lane, Thatched Rooves, Wooden Houses, Bakery, Firefighters, Fire, Bucket, Monument</i>
Lives of significant people	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To know what Beatrix Potter achieved in her life, how it was even more credible for the Victorian Era and how her literature has impacted us today To know that George Stephenson invented the first passenger locomotive and how his work contributed towards international and national achievements 	<ul style="list-style-type: none"> To identify and describe the achievements of Neil Armstrong and how this impacted upon lives across the world To identify and describe the life of Queen Elizabeth II and describe why she is a significant individual who contributes to life on a national and international level To recognise and describe how the diaries of Samuel Pepys helped us to understand the accounts
		<i>Beatrix Potter, Governess, National Trust, Peter Rabbit</i>	<i>Neil Armstrong, Queen Elizabeth II, Monarchy, Samuel Pepys, Diary, Account</i>
Local history	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> To recognise how the achievements of local citizen William Colbeck effected national achievements To identify and describe the history of Christopher Pickering Primary School and recognise that it was different in the past 	<ul style="list-style-type: none"> To understand the significance of King Edward II to the history of Kingston upon Hull To identify and describe ways in which Hull is different to the way it used to be a long time ago and differentiate between things that were here 100 years ago and things that were not
		<i>William Colbeck, Myton Place, Morning, Discovery, Scott</i>	<i>King Edward II, Wyke, Kingston upon Hull, City, Market, Similarity, Difference</i>

Subject curricular goals: Key Stage 2

Working Historically: Key Stage 2

	Year 3	Year 4	Year 5	Year 6
	<i>Ambitious curricular goals, should ensure that pupils understand both the long arc of development and the complexity of specific aspects of the content:</i>			
Sticky knowledge	<ul style="list-style-type: none"> Understand the period in history being studied Know that sources of evidence (primary and secondary) can tell us about the past Be able to place the period of history being studied chronologically in relation to both now and the periods they have learnt about before Be able to talk about the period being studied including the key facts and make connections Use historical vocabulary when talking or writing about the historical period being studied Ask and answer questions about similarities and differences within the time period being studied Simply organise and choose from given relevant historical information. 	<ul style="list-style-type: none"> Make links between this period and a previous period in history Know that sources of evidence (primary and secondary) allow us to draw conclusions about the past Know that sometimes the sources of evidence are not reliable Be able to place and show a chronological understanding of the period of history being studied in relation to both now and the periods they have learnt about before Use key facts from this time period to make connections, contrasts and continuity with a previously studied time period Confidently use historical vocabulary when talking or writing about the historical period being studied Ask and answer relevant questions about causes within the time period being studied Organise and choose from given relevant historical information. 	<ul style="list-style-type: none"> Begin to understand what the long arc of history means by making links between the historical periods studied (now & previously) Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources Know the difference between reliability and validity Begin to show a secure chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study. Know and identify connections, contrasts, continuity and trends over time of a range of historical periods Begin to select appropriate historical vocabulary to justify their points when explaining Begin to ask and answer historically valid questions about the changes within and beyond the time periods studied Begin to make choices about how to organise relevant historical information. 	<ul style="list-style-type: none"> Have a thorough understanding of the long arc of British history – the developments and complexities Know and recognise that our knowledge of the past is constructed through a range of primary and secondary sources and be able to apply this Know, recognise and use the difference between reliability and validity Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study. Draw on secure knowledge of a range of historical periods to identify and explain connections, contrasts, continuity and trends over time Confidently selects and uses appropriate historical vocabulary to justify their points when explaining Devise and respond to historically valid questions about changes, causes, similarities and differences which are of significance Make conscious choices about how to organise relevant historical information.
Vocabulary	<i>Primary Sources, Secondary Sources, Refer to time specific vocabulary, e.g. centuries (100's of years ago), era, time period, Chronological, Change, Cause, Similarity, Difference</i>		<i>Primary Sources, Secondary Sources, Reliability, Validity, Bias, Propaganda, Compare/Contrast, Connections, Trends, Chronological, Change, Cause, Similarity, Difference, Significance, Legacy, Continuity</i>	

History: Key Stage 2

		Year 3	Year 4	Year 5	Year 6
<p>CHRONOLOGY (Stone age to 1066)</p>	<p><i>To include:</i></p> <ul style="list-style-type: none"> • Stone age to Iron age • Romans • Anglo-Saxons • Vikings 	<p>Stone Age to Iron Age Know how Britain changed between the beginning of the Stone age and the Iron age,</p> <p>This could include (non-stat guidance)</p> <ul style="list-style-type: none"> • How we know this (e.g. Skara Brae and Stonehenge) • Know the main differences between the stone, bronze and iron ages, including awareness of the Late Neolithic period • Know what is meant by 'hunter-gatherers' • Know when this was 	<p>Romans The legacy of the Roman Empire and its impact on Britain</p> <p>This could include (non-stat guidance)</p> <ul style="list-style-type: none"> • Know how Britain changed from the Iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor • Know when the Romans were in England 	<p>Anglo-Saxons and Vikings Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include (non-stat guidance)</p> <ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know when the Anglo-Saxons were in England <p>Vikings The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <p>This could include (non-stat guidance)</p> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons • Know when the Vikings were in England 	<p>An independent study of crime and punishment dating from Roman Britain through to the modern day.</p> <ul style="list-style-type: none"> • Analyse trends over time • Compare and contrast crime and punishment throughout the time periods • Explore similarities and differences and common features • Explore contextual cause and consequence linking why crimes occurred and why punishments were chosen • Know about who enforced the law within the different time periods and who were responsible for monitoring whether rules and regulations were being followed • Know that differing crimes had suitably related punishments
	<p>Key Vocabulary</p>	<p><i>Hunter-gatherer, Neolithic, Stone, Bronze, Iron, Archaeologists, Artefact, B.C. Chronology, Tribal, Shelter, Civilization, Settlement, Prey</i></p>	<p><i>Centurion, Emperor, Aqueduct, Gladiator, Londinium, Conquer, Invade, Romanisation, Senate, Roman baths, Empire, Strategic, Armies, Organisation</i></p>	<p><i>Archaeologist, Raids, Vicious, Longhouse</i> <i>Berserkers, Longship, Odin, Scandinavia, Danelaw, Misconception, Jorvik, Archaeologist, Anglo-Saxon kingdoms, Shires, Shire reeve, Thane, Legacy, Wessex</i> <i>Witan or Witenagemot, Wergild, Churl, Mercia</i></p>	<p><i>Trial by ordeal, death penalty, tithings, reformatory school, exported, jury, judge, vagrants, law, law enforcers, deterrent, poverty, Robert Peel, the crank</i></p>

History: Key Stage 2		
<p>Beyond 1066 LOCAL STUDY</p>	<ul style="list-style-type: none"> • An aspect of theme that takes pupils beyond 1066 • A local study linked to one of the periods of time studied under chronology; • or A local study that could extend beyond 1066 <p>WW2 Crime and punishment Migration</p>	<ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • know how Britain has had a major influence on the world • Know about a period of history that has strong connections to their locality and understand the issues associated with the period. • Know how the lives of wealthy people were different from the lives of poorer people during this time <p>WW2</p> <ul style="list-style-type: none"> • Understand the significance of the Blitz and develop contextual knowledge. • Explore the effect of the Blitz on the local area of Hull • Study similarities and differences between the Blitz and other events in Europe (such as Dresden, Stalingrad, Hiroshima) • Develop wider global awareness of what was happening during the time of the war • Understand how the war affected various groups of people within the British Empire • Know what impact the war had on people in our locality • Investigate local war memorials and what they tell us about the impact on our community • Explore and investigate local newspapers, photographs and sources of evidence from Hull to develop an understanding of locality during WW2 • Know about the varying roles of men and women within WW2 <p>Crime and Punishment</p> <ul style="list-style-type: none"> • Understand that crime and punishment has been a continuous feature in British history • Understand that many changes have occurred regarding crime and punishment throughout history • Develop an understanding of chronological changes and context from the following societies: Viking/Angle-Saxons, Normans, Tudors, Victorians, World War periods, Modern Britain • Explore how culture, religious and societal beliefs impacted on crime and punishment at the time • Know that continuity and change occurred between the periods studied – many elements of crime and punishment have remained throughout history, whereas other elements have greatly changed <p>Migration</p> <ul style="list-style-type: none"> • Understand the concept of migration and what it is • Understand that war, famine and persecution are 'push factors' which have resulted in many migrants having to flee their countries and come to Britain to seek refuge • Know about 'pull' factors that Britain has been able to offer which has drawn immigrants to our country over time
<p>ANCIENT ANCIENTS (approx. 3000 years ago)</p>	<p>Cover each of and then choose one to look at in depth:</p> <ul style="list-style-type: none"> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty 	<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty <p>Ancient Egypt</p> <ul style="list-style-type: none"> - Know what ancient civilizations have in common - Know about Egyptian trade and its importance, including how ships were used and for what purposes - Understand the importance of religion, including the concepts of 'monotheism' and 'cults' - Know about Ptolemy II and how Greek civilisation became fused with ancient Egypt <p>Archaeologist, Pharaohs, Tombs, Pyramid, Hieroglyphs, Vizier, Scribe, Sarcophagus, Mummy, Papyrus, Scarab</p>
<p>CIVILIZATIONS from 1000 years ago</p>	<p>Choose one of:</p> <ul style="list-style-type: none"> • Mayans • Islamic Civilizations • Benin Civilization 	<ul style="list-style-type: none"> • Know about the impact that one of the ancient societies had on the world • Know why they were considered an advanced society in relation to that period of time in Europe <p>Mayans</p> <ul style="list-style-type: none"> - Know who the Mayans were and when their civilization began - Know about the Maya writing system and its uses - Know about the Maya calendar round, their systems of telling the time, and what numbers the Maya used in maths - Know about the cultural implications of the Maya ball game and explore similarities and differences to modern-day football <p>Glyphs, Codices, Chichen Itza, Cacao, Ahau or Ahaw, Batab, Itzamnahuipil, Kin, Kukulcan, Uinal</p>
<p>ANCIENT GREECE</p>	<ul style="list-style-type: none"> • Greek life and influence on the Western world 	<ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics <p>Greeks</p>

- Know what artefacts tell us about what life was like in ancient Greeks
- Explore what can be learned from Greek myths and legends
- Know about the achievements of Alexander the Great
- Know about how the Greeks were ruled and the differences between Athens and Sparta
- Know about cause and continuity within the Olympic games from when they originated, to the present day

Philosophy, Athenians, Spartans, Democracy, Olympics, Plague, Truce, Zeus, Loincloth, Apollo, Sacred truce, Temple