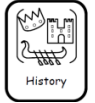




# Progression in History at Harry Hotspur CE Primary School



## HISTORY

### National Curriculum Expectations

#### Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to 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.

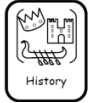
#### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



## Progression in History at Harry Hotspur CE Primary School

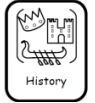


### Statutory and Non-Statutory Frameworks:

| EYFS   |   | KS1   |        | LKS2   |        | UKS2   |        |
|--|---|---|--------|--|--------|--------|--------|
| Nursery  | Reception   | Year 1  | Year 2 | Year 3   | Year 4 | Year 5 | Year 6 |
| <p><b>Development Matters:</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul> | <p><b>Development Matters:</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> | <p><b>National Curriculum</b><br/>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [<b>Great Fire of London</b>]</li> <li>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. [<b>Neil Armstrong, George Stephenson, Grace O'Malley</b>]</li> <li>significant historical events, people and places in their own locality. [<b>Alnwick Castle, Harry Hotspur</b>]</li> </ul> |        | <p><b>National Curriculum</b><br/>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study: [<b>Victorian and WW1</b>]</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [<b>transport, migration and chronology</b>]</li> <li>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; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>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; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul> <p><b>BOLD indicates school choices from those given</b><br/><b>[brackets indicate school choices]</b></p> |        |        |        |



## Progression in History at Harry Hotspur CE Primary School



### Statutory Framework for the early years foundation stage

#### ELG: Understanding the World (Past and Present)

Children at the expected level of development will:

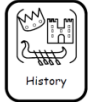
- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Pupils 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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



## Progression in History at Harry Hotspur CE Primary School



### History at St Michael's CE Primary School

Our history provision aims to create excitement, inspire curiosity and promote deep thinking about the world: past and present. Children develop respect for significant people and events which have shaped our lives. They take responsibility for their learning as they engage in higher order thinking challenges and persevere when pursuing answers to historical enquiries.



#### Big Ideas

##### Significant people and events:

- Children explore key individuals and events in the past which have impacted upon life today

##### Exploring and travelling:

- Children examine cause and effect of how explorers travelled to new worlds or how settlers have invaded Britain.

##### Global impact:

- Children find out about how ancient civilisations and cultures compared and impacted on life through the ages.

*'A people without the knowledge of their past history, origin and culture is like a tree without roots.'*

Marcus Garvey (Political activist)



#### Links with other subjects

##### English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

##### Maths

- Number, measuring (time), handling data

Art – history or art and artists

Music – history of music and musicians

DT – history of products and product designers

Geography – understanding of place and time

#### Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities based around enquiry
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

#### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.
- End of unit quizzes.

#### Support

##### For staff:

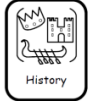
- National Curriculum
- Subject associations – [Historical Association](#)
- Knowledge organisers

##### For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week



## Progression in History at Harry Hotspur CE Primary School



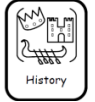
Long term plan over a 2-year cycle:

YEAR A: September 2022/24

|      | Aut 1  | Aut 2 | Spr 1  | Spr 2 | Sum 1   | Sum 2 |
|------|--|-------|--|-------|---|-------|
| EYFS | How have I changed since I was a baby?<br>(Sci)  |       | Why do we wear different clothes at different times of the year?   |       | What are our favourite celebrations each year?<br>Which celebrations do we enjoy in our setting?  |       |
| KS1  | Changes within and beyond living memory: <b>Remembrance</b>  |       | Lives of significant individuals in the past who have contributed to national and international achievements: <b>Explorers (Neil Armstrong)</b>    |       | <b>Grace O'Malley</b><br>Should we call Grace O'Malley a pirate?<br>(DT)  |       |
| LKS2 | <b>Changes in Britain from the Stone Age to Iron Age: Iron Age hill forts: tribal kingdoms, farming and culture</b><br><br>(Sci/Art))                                |       | <b>Roman Empire and its impact on Britain:</b><br><i>Successful invasion by Claudius and conquest, including Hadrian's wall</i><br>(Computing/Art) |       | <b>Britain's settlement by Anglo-Saxons and Scots</b><br>Anglo-Saxon invasions, settlements and kingdoms: place names and village life Christian conversion - Lindisfarne.<br>(DT/Art)) |       |
| UKS2 | <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</b><br><i>Viking raids, invasion and Danegeld</i><br>(DT/Art) |       | <b>An aspect of British History:</b><br><i>Legacy of Roman culture in Britain</i>  |       | <b>Diversity –</b><br>The impact of significant people in History.  |       |



## Progression in History at Harry Hotspur CE Primary School



YEAR B: Sept 2023/25

|      | Aut 1  | Aut 2 | Spr 1  | Spr 2 | Sum 1  | Sum 2 |
|------|--|-------|--|-------|--|-------|
| EYFS | How have I changed since I was a baby?   |       | Why do we wear different clothes at different times of the year?   |       | What are our favourite celebrations each year?<br>Which festivals do we enjoy celebrating with our families at home? |       |
| KS1  | National event beyond living memory: <b>The Great Fire of London</b> (DT)            |       | Lives of significant individuals in the past who have contributed to national and international achievements: <b>George Stephenson</b> |       | Significant historical people in the locality: <b>Local History Study – Medieval Alnwick and the Percy Family</b>    |       |
| LKS2 | <b>Comparing Ancient Civilisations:</b> Egypt, Sumer, Indus Valley and Shang Dynasty |       | <b>Ancient Greece:</b> <i>a study of Greek life and Achievements and their influence of the western world</i>                          |       | <b>Local History – Education in Alnwick and post 1066 topic focus (education)</b>                                    |       |
| UKS2 | <b>The achievements of Ancient Egypt</b> (DT)  |       | <b>A non-European society that provides contrasts with British history: Mayan civilisation AD900</b> (DT/Computing)                    |       | <b>Local History – The impact of WWI on local area</b> (DT)  |       |

History to alternate with Geography each half term

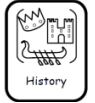
### Skills of a Historian

Skills are progressive and children build upon these over the key stages:

EYFS and KS1



## **Progression in History** **at Harry Hotspur CE Primary School**



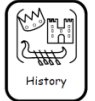
Sequence – describe – match – recognise – identify – recount – distinguish – compare – find – communicate -  
discuss

KS2

Place – use dates – sequence – find – compare-understand – use evidence – look for links – identify – distinguish –  
look at representations – explain – evaluate – choose – question – research – use – observe – select



## Progression in History at Harry Hotspur CE Primary School

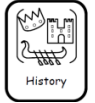




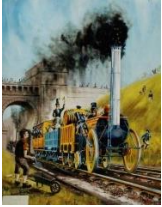


|   |  |   |  |  |   |   |
|---|--|---|--|--|---|---|
| KS1 History<br>Progression<br>across<br>units |   |    |    |   |    |                                  |
|   | Significant historical people in the locality:<br><b>Local History Study – Medieval Alnwick and the Percy Family</b>           | <b>Grace O'Malley</b><br>Should we call Grace O'Malley a pirate?<br>(DT)  | National event beyond living memory: <b>The Great Fire of London</b><br>(DT)   | Lives of significant individuals in the past who have contributed to national and international achievements: <b>George Stephenson</b> | Lives of significant individuals in the past who have contributed to national and international achievements: <b>Explorers (Neil Armstrong, Christopher Columbus)</b> | Changes within and beyond living memory: <b>Remembrance</b>   |
| <b>Chronology</b>                             | Medieval<br>(Harry Hotspur 1364-1403)  | 1530-1603   | 1666   | 1781-1848  | 1930-2012 NA<br>1451-1506 CC  | WWI and WW2<br>1914-1918 and 1939-1945  |
| <b>Location</b>                               | Alnwick  | Ireland and British Isles   | London   | North East   | USA<br>Italy and 'New World'  | Europe, world and range of scales including locally   |
| <b>Sources of evidence</b>                    | The locality, Alnwick Castle, historical maps  | Paintings, diaries  | Diaries, paintings   | Diaries, paintings, artefacts  | TV<br>Paintings / portraits, historical maps  | Photographs, newspapers, oral history   |
| <b>Comparisons</b>                            | Life in Alnwick now  | Other famous pirates  | Other events e.g. Grace Darling and the storm of 1838  | Other famous inventors e.g. Isambard Kingdom Brunel  | Comparisons with other explorers e.g. Bear Grylls   | Comparisons within the unit.  |
| <b>Enquiries</b>                              | When was the medieval period?<br>How do we know about life in medieval times?<br>What did Alnwick look like in medieval times? | What is a pirate?<br>What were the main events of Grace O'Malley's life?<br>What happened when Grace met Elizabeth I?<br>What was life like | What was Stuart London like? Could anyone have stopped what happened on 2 September 1666?<br>What was it like at the height of the fire? | Who was George Stephenson? When was George Stephenson alive?<br>What did George Stephenson do?   | What is an explorer?<br>Who was Christopher Columbus and what did he do?<br>Who was Neil Armstrong and what did he do?  | Why are people wearing poppies this week? Who do we remember on Remembrance Day?<br>Why do we have Remembrance Day? |





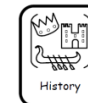
## Progression in History at Harry Hotspur CE Primary School













|   |   |  |   |  |   |   |
|---|---|--|---|--|---|---|
| <p><b>KS1 History Progression across units</b></p>  |    |                                       |                 |   |    |    |
|   | <p>What were the lives of the rich and poor?<br/>What evidence can we see today of Medieval Alnwick today?</p>                              | <p>when Grace met Elizabeth?<br/>Should we call Grace O'Malley a pirate?</p>   | <p>What was left of London? What did the King do to make London better?</p>                       |  | <p>What do explorers do for us?</p>   | <p>What happens on Remembrance Day?<br/>Why is it important to remember?</p>  |
| <p><b>Vocabulary – topic specific</b><br/><b>Places</b><br/><b>People</b></p> <p><b>Historical Vocabulary</b></p> | <p>Alnwick<br/>knight<br/>squire<br/>merchant<br/>nobleman<br/>peasant<br/>feudal<br/>rich<br/>poor<br/>medieval<br/>castle<br/>banquet</p> | <p>Ireland<br/>England<br/>Pirate<br/>Queen<br/>Chieftain<br/>Trade<br/>Century<br/>opinion<br/>fact<br/>interpret</p> | <p>London<br/>Samuel Pepys<br/>Stuart<br/>Christopher Wren<br/>chronological order<br/>source</p> | <p>George Stephenson<br/>past<br/>then<br/>now<br/>significant<br/>development<br/>achievement<br/>impact<br/>local<br/>national<br/>international</p> | <p>USA<br/>Italy<br/>Space<br/>Neil Armstrong<br/>Christopher Columbus<br/>chronological order<br/>living memory<br/>memories<br/>research<br/>lifetime<br/>recent<br/>explorer</p> | <p>Remembrance<br/>poppy<br/>war memorial<br/>wreath<br/>installation<br/>British Legion<br/>sacrifice<br/>remembers<br/>living memory<br/>memories</p> |



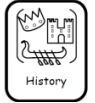
## Progression in History at Harry Hotspur CE Primary School













| KS2 History Progression of across units |  |          |  |  |  |  |    |  |  |  |  |
|---|---|---|---|--|---|---|---|---|---|---|--|
|   | Stone Age   | Overview of Ancient Civilisations   | Ancient Egypt   | Ancient Greece   | Roman Invasion  | Roman Legacy  | Anglo-Saxon   | Viking Invasion   | Maya  | Local Victorian History   | Local History WW1  |
| Chronology                              | >4000BC – 2500BC  | Egypt 3100 – 332BC<br>Sumer 3500 – 2220BC<br>Indus 2600 – 1300BC<br>Shang 1600 – 1046BC   | 3100BC – 332BC  | 800BC – 338AD  | 43 – 410 AD (Hadrian's wall began 122)  | Beyond 1066   | 410AD – 1066AD  | 700AD – 1100AD (793 raid on Lindisfarne)  | 500BC – 1500AD (height c. 900AD)  | 1837 – 1901   | 1914 - 1918  |
| Location                                | Britain   | Egypt North Africa, South Iraq, Pakistan / India, Eastern China                           | Egypt   | Greece   | Britain / Hadrian's wall  | Britain   | Britain   | Britain / Lindisfarne / York  | Central America   | Britain / Alnwick   | Britain / Alnwick  |
| Sources of evidence                     | Archaeology   | Archaeology, Hieroglyphs – Rosetta Stone, cylinder seals, writing system, bronze weaponry | Archaeology (Pyramids) Recounts – Herodotus Hieroglyphs – Rosetta Stone           | Archaeology (Acropolis)  | Archaeology (Hadrian's Wall)  | Archaeology Roads Cities Religion Language  | Archaeology (Sutton Hoo) Recounts – the Anglo-Saxon Chronicle Bede - Ecclesiastical History of Britain Bayeux Tapestry (Norman Version) | Archaeology (Jorvik) Recounts – the Anglo-Saxon Chronicle                           | Archaeology Buildings Codices Mayans today Popol Vuk - 1500                         | Photographs Census Newspapers Historic maps Paintings                               | Photographs Census Newspapers Historic maps Letters War poster Propaganda poster |
| Expansion of empire                     |   |   | The ability to maximise use of the Nile to  | Alexander the Great – taking   | Land, resources, people   |   | Land, resources, people   | Land, resources,  | Trade, farming,   | Railways Population growth  | Countries trying to expand their   |



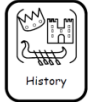
## Progression in History at Harry Hotspur CE Primary School













| KS2 History Progression of across units |  |   |  |             |  |  |  |    |  |    |
|---|---|--|---|---|---|---|---|---|---|---|
|   |   | farm successfully and create surplus food  | and sharing Greek ideas   |   |   | people - wealth   | building materials,   | Access to water<br>Education<br>Housing<br>Industry   | empires started the war.  |   |
| <b>Civilisation</b>                     | Use of stone tools<br>Domestication of dogs and ability to grow crops and settle  | The necessary building blocks to create a civilisations:<br><i>Writing, numbers, systems (law, defence, roads, public buildings)</i> | Based on the Nile, irrigation   | Democracy, sport, theatre, philosophy and language (legacies)                                 | <del>Centralised and well-organised</del>   | Germanic tribes who brought similar language and culture                            | Powerful warriors, good farmers and traders   | City states spread across central America<br>Writing, maths   | Industrial revolution   | European powers in conflict: Allies (France, Great Britain, Russia, Italy, Japan and later USA) and Central Powers (Germany, Austria-Hungary, Turkey) |
| <b>Beliefs</b>                          | Burial mounds e.g. Stonehenge   | Egyptian Gods: Atum, Shu, Thoth, Osiris, Anubis, Isis  | Greek Gods: Zeus, Athena, Poseidon, Hades<br>Mythology                            | <del>Adopted Greek beliefs – Roman Gods: Jupiter, Saturn, Neptune etc then Christianity</del> | Pagan then Christian  | Paganism including gods: Tiw, Woden, Thor and Frig then Christian                   | Norse Gods Odin, Thor, and Freya – then Christianity                                | Complex Gods: Itzamna – creator<br>Hun Hunahpu – maize<br>Chaak – rain<br>K'inch Ahau – sun<br>Priests, temples, sacrifices | Places of worship:  | n/a   |



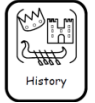
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| KS2<br>History<br>Progression of<br>across<br>units |  |  |  |            |  |  |              |            |    |  |  |
|---|---|---|---|--|---|---|---|---|---|---|--|
|   |   |   |   |  |   |   |   | Forced Christianity by Spanish  |   |   |  |
| <b>Settlement</b>                                   |   | River Nile, Uruk, Mohenjo Daro, Anyang  | On the Nile   | Homes, temples, government buildings, theatre, stadiums                                      | Key pattern of settlement: e.g. baths, markets, granary, barracks                   | Towns, cities, Hadrian's wall   | Wooden buildings / wattle and daub<br><br>Evidence in place names                               | Dependent on locality: cities and streets but also turf rooves<br><br>Evidence in place names | Open square, pyramids, ball courts, platforms, palaces  | Expansion of town and housing   | Use of space e.g. army camp on pastures                  |
| <b>Parliament / government / organisation</b>       |   |   | Pharaoh   | Democracy (men only)<br>Ability to share ideas<br>Also Monarchy and Oligarchy<br>City states | <del>Emperor</del>  |   | Kingdoms: Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, Wessex<br><br>Alfred the Great | Clans with chiefs or kings. Voting on laws<br>Women had some rights                           | Rulers – all important decisions<br>Bloodletting, fierce warriors, control army, host visitors.<br>Female: Lady Yohl Ik'nal |   | Mobilisation of the army, training and hospitals         |
| <b>Life of rich / poor</b>                          |   |   | Use of slaves   | Use of slaves  | Use of slaves / enlisted soldiers   |   | Through archaeology: combs, brooches, cups, coin,   | Through archaeology: combs, brooches, cups, ice skates, boots                                 | Fashion, beauty and food  | Workers<br>Evidence from photographs and census                                     | Evidence from photographs – signing up to the war effort |
| <b>Comparisons</b>                                  |   | Between the ancient civilisations   |   | Overlap with ancient Rome  | Developed technology: roads, military, heating, sewage then loss                    | Legacy into the modern day  | Reasons for invasion – compare with Romans / Vikings  | Reasons for invasion – compare with Anglo-Saxons and Romans                                   | World comparison to Anglo-Saxons and Vikings at the same time   | Compare to life in medieval Alnwick (KS1)   | Compare to previous conflicts and to WW2                 |



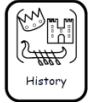
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|   |  |   |   |  |   |  |   |  |  |  |  |
|---|--|---|---|--|---|--|---|--|--|--|--|
| KS2<br>History<br>Progression of<br>across<br>units           |                               |                                  |    |    |    |   |    |   |   |   |  |
|   |  |   |   | Overlap with<br>Ancient<br>Greece<br>Wider Empire  |   |  |   |  |  |  |  |
| <b>Dissolution of empire / end of specific period</b>         | Technological developments: working with metal – Bronze age  |   | Loss of military power, lack of natural resources, and political conflicts.   | Invasion by ancient Rome   | Rome was being attacked so the armies left  |  | Shared ownership of England – Danelaw<br>Invasion by Normans  | Shared ownership of England – Danelaw<br>Invasion by Normans   | Mysterious abandonment of cities AD 900<br>Spanish invasion 1500   | Reign of Queen Victoria  | Armistice 11.11.18   |
| <b>Vocabulary – topic specific Places People Civilisation</b> | Settlement<br>Hillfort<br>Stonehenge<br>Britons<br>Tribe<br>Hunter-gatherers<br>Domestication<br>Burial ground | River Nile, Uruk, Mohenjo Daro, Anyang<br>Civilisation, dynasty, location, river valley, irrigation, achievements | Egypt Nile<br>Pharaoh<br>Archaeologist<br>Tutankhamen<br>Gods: (Atum, Shu, Thoth, Osiris, Anubis, Isis)<br>Herodotus<br>Civilisation<br>Empire<br>Pyramid<br>Tomb<br>Sarcophagus<br>Mythology<br>Hieroglyphics<br>Papyrus<br>Irrigation | Greece<br>Sparta<br>Athens<br>Persia<br>Philosopher<br>Spartans<br>Athenians<br><del>Alexander the Great</del><br>Great<br>Gods (Zeus, Apollo, Athena etc)<br>Olympic games<br>Empire<br>Democracy<br>Justice (laws) | Rome<br>Gaul<br>Britannia<br>Hadrian's Wall<br>Julius Caesar<br>Emperor<br>Claudius<br>Emperor<br>Hadrian<br>Gladiator<br>Legionnaire<br>Barbarian<br>Chariot<br>Roman road<br>Mile castle<br>Barracks<br>Invasion<br>Rise / fall | Rome / Roman<br>Britannia / Britain<br>Eboracum (York)<br>Aeque Sulis (Bath)<br>Londinium<br>Verulamium<br>Celts (Britons)<br>Anglo-Saxons<br>Emperor<br>Septimius Severus<br>Emperor<br>Diocletian<br>Roman road<br>invasion<br>legacy<br>Latin | Settlement<br>Kingdoms:<br>Northumbria<br>Sutton Hoo<br>Mercia<br>Danelaw<br>Alfred the Great<br>Thane<br>Bede<br>Britons<br>Angles, Saxons, Jutes, Frisians<br>Long ships<br>Invasion<br>Conquest<br>Raiding | Scandinavia<br>Settlement<br>Lindisfarne<br>Sweden<br>Norway<br>Denmark<br>Danelaw<br>Norse<br>Warrior<br>Invader<br>Edward the Confessor<br>Longship / longhouse<br>Conquer<br>Raid | Chichen Itza<br>Mexico<br>Guatemala<br>Copan<br>Lady Yohl Ik'nal<br>Gods:<br>(Itzamna, Hun Hunahpu, Chaak, K'inich Ahau)<br>Cacao<br>Pyramid<br>Hieroglyph<br>Bloodletting<br>Priest<br>Codex / codices<br>Popol Vuk | Alnwick<br>Settlement<br>Alnwick Castle<br>Duke<br>Freeman<br>William<br>Cleghorn (painter)<br><br>Cholera<br>Pant – water fountain<br>Burgage plot<br>Terrace<br>Slum<br>School<br>(National, Duchess's, Duke's)<br>Marketplace | Alnwick<br>Settlement<br>North<br>Demesne<br>Alnwick<br>Pastures<br>Germany<br>Lady Victoria<br>Percy<br>Duke of Northumberland<br><br>Allies<br>Central Powers<br>Declaration of War<br>War effort<br>Invasion<br>Training camp |



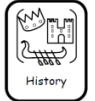
## Progression in History at Harry Hotspur CE Primary School



|   |   |   |   |  |   |   |   |   |   |   |
|---|---|---|---|--|---|---|---|---|---|---|
| KS2<br>History<br>Progression of<br>across<br>units |  |  |  |  |  |  |  |  |  |  |
|   |   |   |   |  | Roman<br>Numerals<br>hypocaust  |   |   |   |   | Attacks from<br>the air<br>War<br>memorials   |



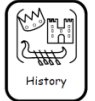
## Progression in History at Harry Hotspur CE Primary School



| Skills Progression           | EYFS  | Key Stage 1   |   | Lower Key Stage 2   |   | Upper Key Stage 2  |  |
|------------------------------|---|---|---|---|---|--|--|
| <b>Constructing the past</b> | Identifying that things from the past might be different from today – technology, cars, houses etc. | <p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – George Stephenson and the development of trains</p> <p>Identifying that there are some themes that link history together – locality, transport etc.</p> | <p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Neil Armstrong and Christopher Columbus</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times - Remembrance</p> | <p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> <p>Building a coherent knowledge of Alnwick's industrial history by focusing on:</p> <ul style="list-style-type: none"> <li>• achievements</li> <li>• society</li> <li>• impact</li> </ul> <p>And by drawing comparisons to KS1 topics such as Stephenson</p> | <p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> | <p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> <p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p> | <p>Building an understanding of post-1066 Britain through the theme of migration and their impact on today's world by comparison of:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> <p>Comparing Viking Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> <p>and understanding the reasoning for similarities/differences between each civilisation</p> |



## Progression in History at Harry Hotspur CE Primary School

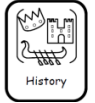


| Skills Progression                    | EYFS  | Key Stage 1   |   | Lower Key Stage 2  |   | Upper Key Stage 2   |  |
|---------------------------------------|---|---|---|--|---|---|--|
| <b>Sequencing the past/Chronology</b> | <p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p> | <p>Identifying that events and people form the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that there are different periods of time in history – Medieval / Tudors / Georgians</p> | <p>Identifying and comparing people from different periods of time – Christopher Columbus, George Stephenson and Grace O'Malley</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Christopher Columbus' voyaged to the New World.</p> | <p>Placing Stone, Bronze and Iron Ages into wider chronological contexts –</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing previously learnt periods into context and identifying their impact – Stephenson's railways linked to local economy and growth of settlements</p> | <p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> | <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> | <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> |
| <b>Continuity and change</b>          | <p>Identify that some things within living memory have changed and some things have stayed the same – growing</p>   | <p>Identifying that changes have happened in history that can impact on today – George Stephenson and the</p>   | <p>Identifying that changes throughout history have had important consequences –</p>  | <p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p>   | <p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain</p>   | <p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman</p>   | <p>Identifying the continuity and change from Victorian Britain to the modern day through the theme of migration.</p>  |





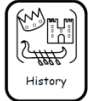
## Progression in History at Harry Hotspur CE Primary School



| Skills Progression | EYFS  | Key Stage 1  |  | Lower Key Stage 2   |  | Upper Key Stage 2  |  |
|--------------------|---|--|--|---|--|--|--|
|                    | up, changing teachers/classrooms etc.   | <p>development of trains; changes in seaside holidays</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p> | <p>development of railways, understanding of the world from Captain Cook etc.</p> <p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p> | <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul>             | <p>through comparison of:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> | <p>Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> | <p>Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• empire,</li> <li>• civilisation,</li> <li>• beliefs,</li> <li>• settlement,</li> <li>• government / organisation</li> <li>• rich / poor</li> </ul> |
| Cause and effect   | Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc. | <p>Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc.</p> <p>Identifying that history can affect the local area, as well as</p>       | <p>Identifying that certain events and individuals have had major consequences in history – Captain Cook’s voyages expanded our knowledge of the world, some of his maps are still used today etc.</p>                                 | <p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to</p> | <p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p>  | <p>Identifying that one event can have multiple effects – invasions of Britain by AS and V</p>   | <p>Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and</p>   |



## Progression in History at Harry Hotspur CE Primary School



| Skills Progression              | EYFS  | Key Stage 1  |  | Lower Key Stage 2  |   | Upper Key Stage 2   |   |
|---------------------------------|---|--|--|--|---|---|---|
|                                 |   | <p>nationally and globally – development of railways and exporting of ideas to other countries</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ – Great Fire of London and building practices after this event.</p>                     | <p>Identifying how events from history are so significant that they are remembered each year – Remembrance.</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them – Columbus and Armstrong.</p>                            | <p>farming – communicating the reasons for it and the impact on life</p>   | <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc</p> |   | <p>humans (incl. early civilisations)</p>   |
| Significance and interpretation | <p>Understanding that some events and people from history are important because they have achieved something or had an effect</p> | <p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.</p> <p>Begin to understand what makes</p> | <p>Identifying why certain people/events are significant in the wider context of history – Christopher Columbus’ voyages and Neil Armstrong’s moon landings and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact</p> | <p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p> | <p>Identify why interpretation of these sources is critical to our understanding of the past</p>  | <p>Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian’</p> | <p>Understanding why others might choose alternative achievements</p> <p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?</p> |



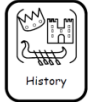
## Progression in History at Harry Hotspur CE Primary School



| Skills Progression                       | EYFS  | Key Stage 1   |  | Lower Key Stage 2   |   | Upper Key Stage 2   |  |
|--|---|---|--|---|---|---|--|
|  |   | someone or something significant<br>-   | locally, nationally and internationally:<br>Grace O'Malley<br>female pirate Chieftain.   |   |   |   |  |
| <b>Carrying out a historical enquiry</b> | Starting to ask simple questions about people or events from within living memory                             | Did George Stephenson help to change JUST our area?<br><br>Guided enquiry using knowledge from topic        | What was Christopher Columbus' biggest achievement?<br><br>Guided enquiry using knowledge from topic<br><br>Making semi-independent decisions and using evidence provided to justify | Did the coming of the railways improve our area?<br><br>Small independent enquiry using pre-selected primary and secondary sources<br><br>Begin to make independent decisions and use evidence to justify | How much did the Romans really impact Britain?<br><br>Independent enquiry using a range of primary and secondary sources<br><br>Make independent decisions and using evidence to justify<br><br>Were the Ancient Greeks all that important for us now?<br><br>Independent enquiry on the impact of the Greeks on western civilisation | Independent selection of sources to provide evidence<br><br>Making independent decisions using a range of evidence to justify | Independent selection of sources, arguments and evidence to justify opinion<br><br>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate |
| <b>Using sources as evidence</b>         | Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an | Analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson's suitcase | Understanding the difference between primary and secondary sources   | Identifying primary and secondary sources – artefacts, books, internet etc.   | Questioning the validity of sources and contradictions e.g. Boudicca, Tacitus and Cassius Dio   | Using sources to interpret viewpoints, including bias – Herodotus   | Identify the effectiveness of sources as evidence  |



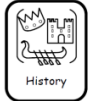
## Progression in History at Harry Hotspur CE Primary School



| Skills Progression           | EYFS   | Key Stage 1  |   | Lower Key Stage 2   |   | Upper Key Stage 2   |   |
|------------------------------|--|--|---|---|---|---|---|
|                              | object from a certain place or event   | Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.   | Make reasoned interpretations about individuals and events by using a small selection of focused sources  | Identifying why sources are limited for the Stone, Bronze and Iron ages   | Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence   | Identify why viewpoints differ and why bias might skew these viewpoints<br><br>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings  | Use sources of evidence as the basis for an opinion<br><br>Begin to make references to evidence as justification  |
| Vocabulary and communication | Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then' | Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now'<br><br>Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' | Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'<br><br>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer' | Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'<br><br>Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' | Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'<br><br>Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable' | Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'<br><br>Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias' | Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'<br><br>Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression' |



## Progression in History at Harry Hotspur CE Primary School



### Promoting SMSC and British Values in History

| Spiritual  | Moral  | Social  | Cultural   |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>Through looking at a range of sources the children will develop their opinion and understanding on a range of topics.</li> <li>Children are encouraged to ask questions about the past. They will listen to each other's opinion and use it to influence their own decision.</li> <li>Use of visits, visitors and artefacts stimulates curiosity and interest.</li> </ul> | <ul style="list-style-type: none"> <li>Children will debate issues where right and wrong can be blurred.</li> <li>They will listen to others and construct their own opinion knowing they are able to change their opinion as they go.</li> <li>When considering different scenarios and points of view through drama, role play, stories and pictures.</li> </ul> | <ul style="list-style-type: none"> <li>Children are encouraged to listen to others opinions and respect them, even if they are different.</li> <li>Throughout the school children will have the opportunity to work collaboratively by making decisions as a team as well as making compromises.</li> <li>By comparing different aspects of history e.g. Saxons, Romans they will have the opportunity to analyse different social structures.</li> </ul> | <ul style="list-style-type: none"> <li>Through visits, crafts and themed days, children can appreciate the cultural diversity of different societies.</li> <li>They will be encouraged to celebrate historical events on world level.</li> </ul> |

| Democracy  | The Rule of Law  | Individual Liberty  | Respect   | Tolerance of those with different faiths   |
|--|--|---|---|--|
| <ul style="list-style-type: none"> <li>Through debating issues relevant to the period of history e.g. democracy in Ancient Greece.</li> <li>Class decisions made through debates .Making informed decisions based on the sources of evidence.</li> </ul> | <ul style="list-style-type: none"> <li>Rights and responsibilities of citizens and leaders through history.</li> <li>The consequences of the decision made by individuals or groups of people. Analysing of sources for any evidence of bias.</li> </ul> | <ul style="list-style-type: none"> <li>Use sources to analyse the liberty of those in society at the time.</li> </ul> | <ul style="list-style-type: none"> <li>Children are encouraged to respect the view of others and understand that every view is equal.</li> <li>Respect is a core school value.</li> </ul> | <ul style="list-style-type: none"> <li>Through an understanding of the history of different faiths, tolerance is developed.</li> </ul> |