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**History Progression in The Acorn Federation**

**All of our learning in History follows the expectations of the National Curriculum. Our children follow a 3-year rolling cycle in the Garden Class and a 4-year cycle in the Meadow Class, ensuring coverage of the whole curriculum.**

**Please see relevant units in blue.**

**How we cover the National Curriculum Expectations**

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| --- | --- | --- | --- |
| **EYFS** | **Key Stage One** | **Lower Key Stage Two** | **Upper Key Stage Two** |
| **In the Early Years Foundation Stage, learning is linked to the following Early Learning Goals:**  **Understanding the World (People and Communities)**  Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.  **Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | **Key Stage 1 National Curriculum Expectations:**  Pupils should be taught about:  • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;  The Wright Brothers to the Moon Landings  Changes in schooling and education  Changes in Toys  • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aero-plane flight or events commemorated through festivals or anniversaries];  The Gunpowder Plot  The Great Fire of London  WW1 and Remembrance  • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];  Grace Darling  Christopher Columbus and Dame Ellen MacArthur-comparison  Henry VIII  Mary Seacole and Florence Nightingale  • significant historical events, people and places in their own locality.  Sudbury Hall  Agriculture in our area, past and present | **Key Stage 2 National Curriculum Expectations:**  Pupils should be taught about:  • changes in Britain from the Stone Age to the Iron Age;  • the Roman Empire and its impact on Britain;  • Britain’s settlement by Anglo-Saxons and Scots;  • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;  • a local history study;  Derbyshire – a study over time tracing how several aspects of national history are reflected in the locality  • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;  Crime and Punishment from Anglo-Saxons to present  Battle of Britain - Before and After – a significant turning point in British history  Black and British  • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;  • Ancient Greece – a study of Greek life and achievements and their influence on the western world;  • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | |

**The overview below shows how our curriculum develops pupils’ knowledge of our chosen substantive concepts, which are encountered at different points of the Curriculum.**

**Garden Class (EYFS/KS1)**

National Curriculum links and rationale Substantive Concept links

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|  | **Year A** | **Year B** | **Year C** |
| **Autumn 1** |  | **Change in schooling and education**  Changes within Living Memory  Church  Religion  Empire |  |
| **Autumn 2** | **The Gunpowder Plot**  Events Beyond Living Memory that are significant nationally  Monarchy  Democracy  Religion | **Mary Seacole and Florence Nightingale** Significant Individuals - Comparison  Democracy  Empire | **WW1 and Remembrance**  Events Beyond Living Memory that are significant nationally  Invasion |
| **Spring 3** |  |  | **Henry VIII**  Significant Individuals  Monarchy  Kingdom  Settlements |
| **Spring 4** | **Grace Darling**  Significant Individual | **The Great Fire of London**  Events Beyond Living Memory that are significant nationally  Settlement  Monarchy | **Changes in Toys**  Changes within Living Memory  Trade |
| **Summer 5** | **The Wright Brothers to the Moon Landings**  Changes within Living Memory  Transport  Empire |  |  |
| **Summer 6** | **Agriculture in our Area - Past and Present**  Significant events, people and places in their own locality  Agriculture  Trade | **Christopher Columbus and Dame Ellen MacArthur (Explorers)**  Significant Individuals – comparison of different periods  Transport | **Sudbury Hall**  Significant events, people and places in their own locality  Settlement Agriculture  Trade |

**Meadow Class (KS2)**

National Curriculum links and rationale Substantive Concept links

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|  | **Year A** | **Year B** | **Year C** | **Year D** |
| **Autumn** | **Britain in the Stone Age**  **10000 BC to 2500BC**  Settlements  Agriculture | **Study of Ancient Egypt**  **3500BC to 300BC**  Religion  Trade  Settlement  Monarchy  Agriculture  Kingdom  Transport | **Roman Empire (and its impact on Britain)**  **700BC to AD400**  Religion  Invasion  Trade  Settlement  Monarchy (Emperors)  Democracy  Agriculture  Church  Empire  Transport | **Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  **AD400 to 1066**  Religion  Invasion  Trade  Settlement  Monarchy  Democracy  Agriculture  Church  Kingdom |
| **Spring** | **How Britain changed from the Bronze Age to the Iron Age**  **2500BC to 800BC**  **800BC to AD43**  Religion  Trade  Settlement  Democracy  Agriculture | **Study of Ancient Greece**  **800BC to 30BC**  Religion  Invasion  Trade  Settlement  Monarchy  Democracy  Agriculture  Church | **Britain’s settlement by Anglo-Saxons and Scots**  **AD400 to AD1066**  Religion  Invasion  Trade  Settlement  Monarchy  Democracy  Agriculture  Church  Kingdom | **Mayan Civilization**  **2000BC to 1500AD**  Non-European Society  Religion  Trade  Settlement  Monarchy  Democracy  Agriculture  Kingdom  Empire  Transport |
| **Summer** | **Crime and Punishment from Anglo-Saxons to present** Changes in an aspect of British social history  Religion  Settlement  Monarchy  Church  Kingdom | **Derbyshire – A study over time**  A local history study  Invasion  Trade  Settlement  Agriculture  Church  Transport | **Battle of Britain – before and after**  A significant turning point in British History  Invasion  Empire  Transport | **Black and British**  Study of an aspect of British history beyond 1066  Settlement  Democracy  Church |

**Progression in History in The Acorn Federation**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Chronological Understanding**  **Children will:** | | | | | | | |
| **EYFS** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** | |
| Talk about the lives of people around them and their roles  Know some similarities and differences between events and objects in the past and now, drawing on their experiences and what has been read in class. | Understand the difference between events that happened in the past and the present.  Describe events things that happened to themselves and other people in the past.  Order a set of events or objects on a simple timeline.  Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when my adults were young. | Understand and use the words past and present when telling others about an event.  Recount changes in their life over time.  Understand how to put people, events and objects in order of when they happened, using a given scale.  Use a timeline to place important events. | Place a time period on a time line.  Use terms related to the period and begin to date events.  Sequence several events or artefacts. | Place events from period studied on time line.  Use key dates and vocabulary related to the period.  Understand more complex historical vocabulary e.g. BC/, BCE, AD, CE. | Sequence many key events on a given timeline.  Use relevant terms and period vocabulary for a period of history.  Make comparisons between different periods in the past. | | Sequence several significant events and dates on a timeline.  Know and use key dates and specific period vocabulary for a period of history.  Understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and Prehistoric Britain. |
| **Knowledge and Understanding of Events, People and Changes in the Past**  **Children will:** | | | | | | | |
| **EYFS** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** | |
| Recall and talk about significant events in their own experience.  Talk about past and present events in their own life and in the lives of family members. | Recall and recount some facts about people/events before living memory.  Say why people may have acted the way they did. | Use information to describe the past.  Describe the differences between then and now.  Look at evidence and explain reasons why people in the past may have acted the way they did.  Recount the main events from a significant event in history. | Find out about the everyday lives (clothes, food, buildings) of the people in the time studied.  Offer a reasonable explanation for some events. (Why people acted as they did.) | Use evidence to reconstruct everyday life in the time studied.  Using evidence sources, make comparisons with our life today (similarities and differences).  Identify reasons for and results of people's actions. | |  | | --- | | Study different aspects of people in the past, e.g. differences between men and women.  Examine causes and results of great events and the impact on individual people.  Compare life in early and late historical periods.  Compare an aspect of life, e.g. crime and punishment, with the same aspect in another period.  Describe similarities and differences between people, events and artefacts studied. | | | |  | | --- | | Research and understand the beliefs, behaviour and characteristics of people in the past, recognising that not everyone shares the same views.  Give own reasons why changes and the effects may have occurred, backed up by evidence.  Choose reliable sources of information to support views.  Describe how some of the things studied from the past influence life today.  Make links between the features of past societies (e.g. religion, houses.) | |
| **Historical Interpretation**  **Children will:** | | | | | | | |
| **EYFS** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** | |
| Begin to make sense of their own life-story and family’s history. | Look at story books, topic books, videos, photographs, pictures and artefacts to find out about the past.  Listen to adults talking about the past and their memories. | Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings and sites and the internet to find out about the past.    Compare two versions of an event. | |  | | --- | | Identify and give reasons for different ways in which the past is represented.  Use and distinguish between different sources, e.g. compare different versions of the same story. | | Look at the evidence available and begin to evaluate the usefulness of different sources.  Use text books to gather more complex historical knowledge. | |  | | --- | | Compare accounts of events from different sources, fact and fiction.  Offer some reasons for different versions of events. | | | |  | | --- | | Make links between sources of evidence and work out how historians arrived at their views and conclusions.    Consider how to check the accuracy of interpretations, either fact, fiction or opinion.  Be aware that different evidence will lead to different conclusions.  Independently use libraries and internet for research. | |
| **Historical Enquiry**  **Children will:** | | | | | | | |
| **EYFS** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** | |
| Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past. | Identify different ways in which the past is represented.  Explore events, look at pictures and ask simple questions e.g. “Which things are old and which are new?”  Look at objects from the past and ask questions, e.g. “What were they used for? | Identify different ways in which the past is represented.  Ask questions about the past.  Use a wide range of information to answer questions.  Look at and handle sources of evidence to answer questions about the past. | Use sources to find out about a period.  Observe small details, e.g. in artefacts and pictures.  Select and record relevant information.  Begin to effectively use the library and internet for research. | Use a range of evidence and sources to build up a picture of a past event, e.g. documents, archive materials, the Internet, photographs, etc.  Use relevant evidence to present a picture of one aspect of life in a past time period.  Ask a variety of questions about the past.  Use the library and internet for research. | Begin to identify primary and secondary sources of evidence.  Use evidence sources to build up a picture of a past event.  Select relevant sections of information.  Use the library and internet for research with increasing confidence. | | Recognise primary and secondary sources of evidence.  Use a range of sources to gain a deeper understanding about one aspect of time past.  Suggest omissions in knowledge and suggest how to find out.  Bring knowledge gathered from several sources together in a cohesive account.  Initiate and investigate my own lines of enquiry by posing an historical question. |
| **Organisation and Communication**  **Children will:** | | | | | | | |
| **EYFS** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** | |
|  | | | | | | | |
| Understand the past through settings, characters and events encountered in books read in class and storytelling. | Sort events or objects into groups (then and now.)  Use timelines to order events or objects.  Tell stories about the past.  Use drama to tell stories from the past.  Talk, write and draw about things from the past. | Describe objects, people or events in history.  Use timelines to order events or objects or place significant people.  Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. | Communicate ideas about the past in different ways.  Begin to organise information in different ways. | Communicate ideas about the past using a range of activities, e.g. writing, drawing, diagrams, data, drama or role-play, storytelling or IT.  Effectively communicate knowledge and understanding.  Recall, select and organise historical information. | Communicate ideas about the past using a range of activities, to include more structured report-writing. | | Select and organise information to produce structured work.  Plan and present a self-directed project or research about a studied period. |