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| **St. Thomas of Canterbury history progression**  |
| **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 History – key stages 1 and 2 2
* 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.
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|  | **N** | **R** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
|  |  |  | **1.Florence Nightingale****2.Knights and Castles****3.Technology from the past** | **1.Rosa Parks & Eva Gore-Booth****2.The Great Fire of London****3. Local History Study: Our School.**  | **1.Changes in Britain from the Stone age to the Iron Age****2.The Romans****3.Early Anglo Saxons** | **1.Ancient Egypt****2.The Anglo Saxon struggle with the Vikings****3.The Great Plague**  | **1.The Victorians****2.The Maya****3.Ancient Greece** | **1.WW2: The Blitz****2.Slavery****3.Local History Study: Peterloo**  |
| Chronology | begin to make sense of their own life story and family’s history  | comment on images of familiar situations in the past compare and contrast characters from stories including figures from the past. | recognise the distinction between past and present order and sequence some familiar events and objects identify some similarities and differences between ways of life at different timesuse some everyday terms about the passing of time such as **'a long time ago' and 'before’** | order and sequence events and objectsrecognise that their own lives are similar and/or different from the lives of people in the pastuse common words and phrases concerned with the passing of time such as **‘yesterday’, ‘last week’, ‘week’, ‘month’**  | use some dates and historical terms when ordering events and objects demonstrate awareness that the past can be divided into different periods of timeexplore trends and changes over time | use dates and historical terms when ordering events and objectsidentify where people and events fit into a chronological framework explore links and contrasts within and across different periods of time | use dates and appropriate historical terms to sequence events and periods of timeidentify where people, places and periods of time fit into a chronological framework describe links and contrasts within and across different periods of time including short-term and long-term time scales | use dates and a wide range of historical terms when sequencing events and periods of timedevelop chronologically secure knowledge of the events and periods of time studiedanalyse links and contrasts within and across different periods of time including short-term and long-term time scales |
| Events, people and changes | can celebrate their identityshow interest in different occupationscontinue developing positive attitudes about the differences between people   | recognise that people have different beliefs and celebrate special times in different ways understand the simple concepts of British values  | retell some events from beyond their living memory which are significant nationally or globally describe some changes within their living memory (including aspects of national life where appropriate) | demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements develop awareness of significant historical events, people and places in their own locality | describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Agedescribe some aspects of the Roman Empire and recognise its impact on Britaindescribe some aspects of Britain’s settlement by Anglo-Saxons and Scots | describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeareddemonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egyptdescribe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessordemonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 | describe some aspects of the Victorian era and recognise its impact on Britaindemonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western worlddescribe key aspects of a non-European society- The Maya.  | describe the main events of WW2 and the role of women and children during this time. demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066- Slaverydemonstrate knowledge of aspects of history significant in their locality: Peterloo  |
| Interpretation, enquiry & using sources | begin to explore some of the ways in which the past can be represented e.g. pictures.  | start to identify some of the basic ways in which the past can be represented | make simple observations about different people, events, beliefs and communitiesuse sources to answer simple questions about the pastidentify some of the basic ways in which the past can be representedchoose parts of stories and other sources to show what they know about the past | ask and answer simple questions about the past through observing and handling a range of sourcesconsider why things may change over timerecognise some basic reasons why people in the past acted as they didchoose parts of stories and other sources to show what they know about significant people and events | use sources to address historically valid questions recognise that our knowledge of the past is constructed from different sources of evidencerecognise that different versions of past events may existdescribe some of the ways the past can be represented | use sources to address historically valid questions and hypothesesrecognise how sources of evidence are used to make historical claimsrecognise why some events happened and what happened as a resultidentify historically significant people and events in different situations | use a wider range of sources as a basis for research to answer questions and to test hypothesesrecognise how our knowledge of the past is constructed from a range of sourcesevaluate sources and make simple inferenceschoose relevant sources of evidence to support particular lines of enquiry | regularly address and sometimes devise historically valid questions and hypothesesgive some reasons for contrasting arguments and interpretations of the pastdescribe the impact of historical events and changesrecognise that some events, people and changes are judged as more significant than others |
| Communication and vocabulary | can talk about significant events in their own life | talk about members of their immediate family and community name and describe people who are familiar to them | describe special or significant eventsretell simple stories or events from the pastuse simple historical terms e.g. **a long time ago, past, present, object, order, changes**. | talk about what/who was significant in simple historical accounts demonstrate simple historical concepts and events through role-play, drawing and writinguse a variety of simple historical terms and concepts e.g. **significant, similar, different, past, present, future.**  | discuss some historical events, issues, connections and changesselect and organise historical information to present in a range of waysuse relevant historical terms and vocabulary linked to chronology **e.g. timeline, period, chronological order** | discuss significant aspects of, and connections between, different historical eventsselect and organise relevant historical information to present in a range of waysuse relevant and appropriate historical terms and vocabulary linked to chronology **e.g. civilisation, artefact, era, causation, consequence** | discuss and debate historical issues construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and termschoose relevant ways to communicate historical findingsuse appropriate vocabulary when discussing and describing historical events **e.g.****duration, society, evidence, source, hypotheses** | acknowledge contrasting evidence and opinions when discussing and debating historical issuesconstruct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and termschoose the most appropriate way of communicating different historical findingsuse appropriate vocabulary when discussing, describing and explaining historical events **e.g. commemorate, empire, allies, government, warfare**. |

Through much discussion and debate, the teaching staff worked together to decide the topics and key concepts that shape our History Curriculum. We carefully considered striking the right balance between political, economic and social history.  We reached a shared consensus that the six key concepts underpinning our History Curriculum would be:

**Conflict** (specifically race/society, warfare and invasion)

**Culture**(specifically technology, dress and food)

**Society** (specifically the role of women, lives of children and ranking)

**Rules and Laws**

**Religion**

**Migration** (specifically settlement)

These concepts are revisited a number of times, so that the children’s understanding is deepened as they move through the school. Our aim is to ensure that pupils enter KS3 with a sophisticated understating of these concepts so that they have a well-informed historical perspective on their world.

