

# Haydn Primary School History Curriculum Progression

|   | EYFS (Area/s of Learning) | KS1  |                        | KS2                       |                      |   |  |
|---|---------------------------|--|------------------------|---------------------------|----------------------|---|--|
|   |                           | Year 1                                       | Year 2                 | Year 3                    | Year 4               | Year 5                                  | Year 6                                       |
| <b>Key concepts<br/>1<sup>st</sup> order concepts</b> | Past                      | Past and present, Peasantry                  | Building               | Technology                | City                 | Building                                | Culture                                      |
|   | Present                   | Government                                   | City                   | Leisure                   | Civilisation         | city (city state)                       | discrimination (including racism and sexism) |
|   | New                       | Ruler (king)                                 | Commemoration          | society                   | Culture              | civilisation                            | economy                                      |
|   | Old                       | City   | ruler (king)           | Building                  | economy (barter)     | culture                                 | entertainment                                |
|   | Now                       | Trade  | technology             | City                      | empire               | democracy                               | golden age                                   |
|   | Then                      | Commemoration                                | Army                   | Civilization              | enslavement          | empire                                  | government                                   |
|   | Change                    | discrimination (including racism and sexism) | Commemoration          | Conquest                  | kingdom              | enslavement                             | leisure                                      |
|   | Time                      | exploration                                  | nation/country         | Culture                   | knowledge            | farming                                 | society                                      |
|   |                           | technology                                   | peace                  | economy (tax)             | leisure              | leisure                                 | technology                                   |
|   |                           | travel.                                      | society                | empire                    | power                | religion                                |  |
|   |                           |  | war (battle, conflict) | enslavement               | religion             | ruler (king)                            |  |
|   |                           |  | Significance           | entertainment             | ruler (pharaoh)      | settlement                              | Commemoration                                |
|   |                           |  | Discrimination         | entertainment             | technology           | technology                              | Nation                                       |
|   |                           |  | Travel                 | farming                   | trade                | trade                                   | occupation (of territory)                    |
|   |                           |  |                        | occupation (of territory) | transport            | war (invasion, conflict).               | peace  |
|   |                           |  |                        | power                     | Building, the church |   | power  |
|   |                           |  |                        | religion                  | Conquest             | Industry                                | propaganda                                   |
|   |                           |  |                        | ruler (emperor)           | Culture              | Revolution                              | society                                      |
|   |                           |  | settlement             | Enslavement               | City                 | war (army, battle, conflict, invasion). |  |
|   |                           |  | trade                  | farming,                  | ruler (queen)        |   |  |
|   |                           |  | transport              | kingdom                   | trade                | Building                                |  |
|   |                           |  | tribe                  | migration                 | education            | economy (money)                         |  |
|   |                           |  | war (invasion)         | religion                  |                      | farming,                                |  |
|   |                           |  | building               | ruler (king)              |                      | migration                               |  |
|   |                           |  | city                   | settlement                |                      | settlement                              |  |
|   |                           |  | civilisation           | trade                     |                      | technology                              |  |
|   |                           |  | conquest               | tribe                     |                      | tribe.                                  |  |
|   |                           |  | culture                | war (invasion, conflict). |                      |   |  |
|   |                           |  | exploration            |                           |                      |   |  |
|   |                           |  | farming                |                           |                      |   |  |
|   |                           |  | knowledge              |                           |                      |   |  |
|   |                           |  | religion.              |                           |                      |   |  |

# Haydn Primary School

## History Curriculum Progression

|                              |  |   |  |   |   |   |  |
|------------------------------|--|---|--|---|---|---|--|
| <b>Substantive knowledge</b> | <p><b>Toys:</b></p> <ul style="list-style-type: none"> <li>- Toys in the past looked different</li> <li>- Toys in the past were made out of different materials: wood and metal</li> <li>- Toys in the past didn't use electricity</li> </ul> <p><b>All about me:</b></p> <ul style="list-style-type: none"> <li>- Babies change into children and then adults</li> <li>- People change as they grow: they look different</li> <li>- People learn as they grow: they learn new skills</li> </ul> | <p><b>Goose Fair:</b></p> <ul style="list-style-type: none"> <li>- Nottingham used to be a smaller market town.</li> <li>- A Charter granted in 1284 by Edward I authorised the burgesses of Nottingham to hold a fair on the eve of the feast of St Edmund and for twelve days following.</li> <li>- Goose Fair started as a livestock and trade event. The name "Goose Fair" is derived from the thousands of geese that were sold in Nottingham at the fair each year.</li> </ul> <p><b>Robin Hood:</b></p> <ul style="list-style-type: none"> <li>- Robin Hood is a legend. People have different ideas about where he was from and what he did.</li> <li>- Many people believed he lived in Sherwood Forest with his Merry Men.</li> <li>- William the conqueror decided to build Nottingham castle in 1068.</li> <li>- Nottingham castle burnt down in 1831. It was rebuilt in 1875 and reopened in 1878 as a museum.</li> </ul> <p><b>Explorers:</b></p> <ul style="list-style-type: none"> <li>- Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years.</li> <li>- Matthew Henson was one of the first explorers to reach the North Pole.</li> <li>- Felicity Aston is the first woman to ski across Antarctica on her own.</li> <li>- In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon.</li> <li>- Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.</li> </ul> | <p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>- The Great Fire of London happened in 1666.</li> <li>- The fire started in a bakery on Pudding Lane.</li> <li>- Buildings were close together and often made of wood, meaning that the fire spread quickly.</li> <li>- For many years after the fire, buildings were rebuilt further apart and made with stone.</li> <li>- Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.</li> </ul> <p><b>WW1</b></p> <ul style="list-style-type: none"> <li>- The First World War took place between 1914 and 1918.</li> <li>- People who fought in wars, like Walter Tull, are remembered for their bravery.</li> <li>- People are remembered in different ways, such as on monuments or plaques and by symbols such as poppies.</li> <li>- Soldiers in the First World War often fought in trenches.</li> <li>- Many women took on men's jobs during the First World War.</li> <li>- Remembrance Day, on 11<sup>th</sup> November each year, is a time when people remember those who fought in wars.</li> </ul> <p><b>Heroes:</b></p> <ul style="list-style-type: none"> <li>- Rosa Parks was an African American civil rights activist, who refused to give up her seat on a Montgomery, Alabama bus in 1955.</li> <li>- Amelia Earhart was the first female aviator to fly solo across the Atlantic Ocean.</li> <li>- Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War.</li> </ul> | <p><b>Film Industry</b></p> <ul style="list-style-type: none"> <li>- Cinema experienced a golden age in which lots of famous films were created.</li> <li>- The technology used when making films changed and developed.</li> </ul> <p><b>Mayans</b></p> <ul style="list-style-type: none"> <li>- The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.</li> <li>- The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.</li> <li>- The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.</li> <li>- The Maya built cities, pyramids and ornate sculptures in the rainforest.</li> </ul> <p><b>Romans:</b></p> <ul style="list-style-type: none"> <li>- The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.</li> <li>- They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.</li> <li>- In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.</li> <li>- The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</li> </ul> | <p><b>Egyptians</b></p> <ul style="list-style-type: none"> <li>- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.</li> <li>- Life revolved around the Nile, which supported farming, craft and was used for trade.</li> <li>- The ancient Egyptians built the pyramids.</li> <li>- When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</li> <li>- The ancient Egyptians wrote in hieroglyphics on papyrus.</li> <li>- The ancient Egyptians worshipped gods who were responsible for different aspects of life.</li> </ul> <p><b>Anglo-Saxons:</b></p> <ul style="list-style-type: none"> <li>- The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms.</li> <li>- Anglo-Saxon influence can be seen in place names in Britain today.</li> <li>- Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.</li> <li>- The religion of the early Anglo-Saxons was Paganism. They worshipped many gods.</li> <li>- At the end of this period, Christianity became the main religion in Britain.</li> <li>- Many places of worship were built, including Canterbury Cathedral.</li> </ul> | <p><b>Ancient Greece:</b></p> <ul style="list-style-type: none"> <li>- Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</li> <li>- Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.</li> <li>- Many objects produced in Ancient Greece were made by enslaved people.</li> <li>- The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.</li> <li>- Ancient Athens is where democracy began.</li> <li>- The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</li> <li>- The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.</li> <li>- There are lots of myths that originate from this time, including the Trojan War.</li> </ul> <p><b>Victorians:</b></p> <ul style="list-style-type: none"> <li>- Victoria was crowned when she was only 18 years old.</li> <li>- Through invasion and colonisation, Britain became the most powerful empire in world history.</li> <li>- The Industrial Revolution meant that more people lived in cities than in the countryside for the first time.</li> <li>- The Education Act 1880 makes schooling compulsory for all children aged 5-10.</li> </ul> | <p><b>Leisure in the 20<sup>th</sup> Century</b></p> <ul style="list-style-type: none"> <li>- During the 20th century, working conditions became better for many people. Working hours were limited and workers were entitled to holidays. People had more free time and often more money to spend on doing things they enjoyed.</li> <li>- Holidays at the seaside were popular, as were holiday camps. As air travel became more affordable, more people went on holidays abroad.</li> <li>- Seeing and taking part in sport became easier for most people. Sport was made available on radio and television, and more sports facilities were built.</li> <li>- Cinema experienced a golden age in which lots of famous films were created. Television also developed to entertain people at home.</li> <li>- Music technology developed so that by the end of the century, music could be listened to anywhere. Popular music became more accessible and reflected the mood of society at the time.</li> <li>- Computer games developed from universities to arcades and finally, to people's homes. Portable games were available by the end of the century.</li> </ul> <p><b>WW2</b></p> <ul style="list-style-type: none"> <li>- The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.</li> <li>- At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.</li> <li>- Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.</li> <li>- Food supplies from other countries were disrupted.</li> </ul> |
|------------------------------|--|---|--|---|---|---|--|

Haydn Primary School  
History Curriculum Progression

|  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|---|
|  |  |  |  |  |  |  | <p>Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</p> <ul style="list-style-type: none"><li>- Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.</li><li>- The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.</li></ul> <p>Bronze age:</p> <ul style="list-style-type: none"><li>- The Bronze age succeeded the Stone Age was a very long period of time when early humans made tools and weapons from stone.</li><li>- In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.</li><li>- There was a lot of migration to Britain. Some of the people who arrived in Britain were from Central Europe and were called the 'Beaker People'. They are known for the distinctive bell-shaped pottery they made, mainly used for drinking from.</li></ul> |
|--|--|--|--|--|--|--|---|

# Haydn Primary School History Curriculum Progression

|  |  |  |   |   |  |   |  |
|--|--|--|---|---|--|---|--|
| <p><b>Disciplinary Knowledge</b></p> <p><i>Think like an historian</i></p> <p>(Skills)</p> <p><i>Second order concepts</i></p> | <p>F1</p> <p><b>Continuity and change</b></p> <p>Understand things change as time passes</p> <p>Use every day language related to concepts of time</p> <p>Tell stories about their own past</p>  | <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- Begin to identify old and new things across periods of time through pictures, photographs and objects.</li> <li>- Begin to understand that some things change and some things stay nearly the same.</li> <li>- Begin to understand that some things change and some things stay nearly the same.</li> </ul>   | <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- Begin to identify old and new things across periods of time through pictures, photographs and objects.</li> <li>- Begin to understand that some things change and some things stay nearly the same.</li> </ul>   | <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- Identify key things that changed between periods.</li> <li>- Identify that there are reasons for continuities and changes across periods of time and explain some of these.</li> <li>- Start to explain the impact of some changes that have happened throughout different periods of time.</li> <li>- Identify that there are reasons for continuities and changes across periods of time and explain some of these.</li> <li>- Start to understand that there are times in history when change happens suddenly.</li> </ul>  | <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- Identify key things that stayed the same between periods.</li> <li>- Identify key things that changed between periods.</li> <li>- Identify that there are reasons for continuities and changes across periods of time and explain some of these.</li> <li>- Understand that historical events have consequences that sometimes last long after the event is over.</li> <li>- Start to explain the impact of some changes that have happened throughout different periods of time.</li> </ul>  | <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- Understand and describe in some detail the main changes to an aspect of a period in history.</li> <li>- Understand that historical events have consequences that sometimes last long after the event is over.</li> </ul>   | <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- Identify key things that changed between periods.</li> <li>- Identify that there are reasons for continuities and changes across periods of time and explain some of these.</li> <li>- Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</li> <li>- Understand and describe in some detail the main changes to an aspect of a period in history.</li> <li>- Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity.</li> </ul>   |
|  | <p>F2</p> <p><b>Similarities and Differences</b></p> <p>Identify differences between past and present in a familiar setting</p> <p>Look at photos from their own past and present; discussing and answering questions using 'then' and 'now'.</p> <p>Tell stories about the past</p> | <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Understand that a cause makes something happen and that historical events have causes.</li> <li>- Understand that a consequence is something that happens as a direct result of something else.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Recognise some similarities and differences between the past and the present.</li> <li>- Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</li> <li>- Identify that some things within living memory are similar and some things are different.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Talk about why the event or person was important and what changed/happened.</li> </ul> | <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Understand that a cause makes something happen and that historical events have causes.</li> <li>- Understand that a consequence is something that happens as a direct result of something else.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Recognise some similarities and differences between the past and the present.</li> <li>- Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Talk about why the event or person was important and what changed/happened.</li> </ul> | <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Understand that a cause is something directly linked to an event and not just something that happened before it.</li> <li>- Begin to understand that historical events create changes that have consequences.</li> <li>- Explain a series of directly related events that happened in the lead up to a historical event.</li> <li>- Understand that historical events have consequences that sometimes last long after the event is over.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</li> <li>- Identify and give some examples of how life was similar in the past.</li> <li>- Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</li> </ul> | <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Understand that a cause is something directly linked to an event and not just something that happened before it.</li> <li>- Begin to understand that historical events create changes that have consequences.</li> <li>- Explain a series of directly related events that happened in the lead up to a historical event.</li> <li>- Understand that historical events have consequences that sometimes last long after the event is over.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</li> <li>- Identify and give some examples of how life was similar in the past.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</li> <li>- Identify historically significant people and events from a</li> </ul> | <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</li> <li>- Begin to understand that historical events create changes that have consequences.</li> <li>- Explain a series of directly related events that happened in the lead up to a historical event.</li> <li>- Understand that historical events have consequences that sometimes last long after the event is over.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Explain and give varied examples of how life was similar and different in the past.</li> <li>- Explain and give examples to show that things may have been different from place to place at the same time.</li> <li>- Start to give reasons for these similarities and differences.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Identify a range of historically significant people and events from different periods of history and explain why they were significant.</li> <li>- Identify historically significant people and events from a period of history and give some detail about what they</li> </ul> | <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Understand that some causes may be more significant than others and that some causes are less significant.</li> <li>- Begin to understand that historians may not agree on the main causes of an event.</li> <li>- Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</li> <li>- Examine in more detail the short and long term causes of an event being studied.</li> <li>- Understand that one event can have multiple consequences that impact on many countries and civilisations.</li> <li>- Understand and describe in some detail the main changes to an aspect of a period in history.</li> </ul> |



# Haydn Primary School History Curriculum Progression

|  |  |  |  |  |   |   |   |
|--|--|--|--|--|---|---|---|
|  |  | <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>- observe and use pictures, photographs and artefacts to find out about the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- observe or handle evidence to ask simple questions about the past;</li> <li>- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>- sort some objects/artefacts into new and old and then and now.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence artefacts and events that are close together in time.</li> <li>- sequence pictures from different periods,</li> <li>- describe memories and changes that have happened in their own lives.</li> <li>- use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>- know and recount episodes from stories and significant events in history.</li> <li>- understand that there are reasons why people in the past acted as they did.</li> </ul> | <ul style="list-style-type: none"> <li>- use evidence to explain the key features of events.</li> <li>- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>- sort some objects/artefacts into new and old and then and now.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence artefacts and events that are close together in time.</li> <li>- sequence pictures from different periods.</li> <li>- describe memories and changes that have happened in their own lives.</li> <li>- use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>- know and recount episodes from stories and significant events in history.</li> <li>- understand that there are reasons why people in the past acted as they did.</li> <li>- describe significant individuals from the past.</li> </ul> <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> <li>- talk, write and draw about things from the past;</li> <li>- use historical vocabulary to retell simple stories about the past.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>- talk, write and draw about things from the past;</li> <li>- use historical vocabulary to retell simple stories about the past.</li> </ul> | <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</li> <li>- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</li> </ul> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>- begin to understand some of the ways in which historians and others investigate the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- use a range of primary and secondary sources to find out about the past;</li> <li>- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>- regularly address and sometimes devise own questions to find answers about the past;</li> <li>- begin to undertake their own research.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</li> <li>- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><b>Presenting, Communicating and Organising</b></p> <ul style="list-style-type: none"> <li>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of</li> </ul> | <p>period of history and give some detail about what they did/happened.</p> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>- begin to understand some of the ways in which historians and others investigate the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- use a range of primary and secondary sources to find out about the past</li> <li>- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past</li> <li>- regularly address and sometimes devise own questions to find answers about the past</li> <li>- begin to undertake their own research.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</li> <li>- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>- find out about the everyday lives of people in time studied compared with our life today</li> <li>- explain how people and events in the past have influenced life today;</li> <li>- identify key features, aspects and events of the time studied</li> <li>- describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul> <p><b>Presenting, Communicating and Organising</b></p> <ul style="list-style-type: none"> <li>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of</li> </ul> | <p>did/what happened and what impact it had.</p> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>- find and analyse a wide range of evidence about the past;</li> <li>- use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>- consider different ways of checking the accuracy of interpretations of the past</li> <li>- start to understand the difference between primary and secondary evidence and start to question its reliability</li> <li>- continue to develop their understanding of how historians and others investigate the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> <li>- select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>- investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>- accurately use dates and terms to describe historical events</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>- use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time</li> <li>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul> <p><b>Presenting, Communicating and Organising</b></p> <ul style="list-style-type: none"> <li>- present, communicate and organise ideas about from the past using</li> </ul> | <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Explain and give varied examples of how life was similar and different in the past.</li> <li>- Explain and give examples to show that things may have been different from place to place at the same time.</li> <li>- Start to give reasons for these similarities and differences.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Explain that historical significance is a personal decision that people make</li> <li>- Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</li> <li>- Identify a range of historically significant people and events from different periods of history and explain why they were significant.</li> <li>- Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.</li> </ul> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>- find and analyse a wide range of evidence about the past;</li> <li>- show an awareness of the concept of propaganda</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> <li>- select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>- investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> </ul> |
|--|--|--|--|--|---|---|---|

# Haydn Primary School History Curriculum Progression

|  |  |   |  |   |   |  |  |
|--|--|---|--|---|---|--|--|
|  |  | <p>- describe significant individuals from the past.</p> <p><b>Presenting, Organising and Communicating</b></p> <p>- talk, write and draw about things from the past.</p> <p>- use historical vocabulary to retell simple stories about the past.</p> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <p>- know and recount episodes from stories and significant events in history.</p> <p>- understand that there are reasons why people in the past acted as they did.</p> <p>- describe significant individuals from the past.</p> <p><b>Presenting, Organising and Communicating</b></p> <p>- talk, write and draw about things from the past.</p> <p>- use historical vocabulary to retell simple stories about the past.</p> <p style="text-align: center;">-</p> |  | <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <p>- find out about the everyday lives of people in time studied compared with our life today</p> <p>- explain how people and events in the past have influenced life today</p> <p>- identify key features, aspects and events of the time studied</p> <p>- describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p><b>Presenting, Communicating and Organising</b></p> <p>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies)</p> <p>- start to present ideas based on their own research about a studied period.</p> | <p>diaries, speeches or letters. These could also be autobiographies)</p> <p>- start to present ideas based on their own research about a studied period.</p> <p>- understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> | <p>detailed discussions, debates and more detailed written narratives;</p> <p>- plan and present a self-directed project or research about the studied period.</p> <p>- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> | <p>- accurately use dates and terms to describe historical events</p> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <p>- identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>- use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time</p> <p>- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> |
|--|--|---|--|---|---|--|--|

|   | EYFS                       | KS1                      |                     | KS2                |                                   |                |                        |
|---|----------------------------|--------------------------|---------------------|--------------------|-----------------------------------|----------------|------------------------|
|   |                            | Year 1                   | Year 2              | Year 3             | Year 4                            | Year 5         | Year 6                 |
| <b>What history looks like at Haydn</b> | All about me and my family | Robin Hood<br>Goose Fair | WW1 Remembrance Day | Film<br><br>Romans | Ancient Egypt<br><br>Anglo Saxons | Ancient Greeks | WW11<br><br>Bronze Age |

# Haydn Primary School

## History Curriculum Progression

|  |  |  |   |   |   |  |  |
|--|--|--|---|---|---|--|--|
|  | Fairy Tales and traditional tales<br>Toys – past and present   | Explorers: Neil Armstrong and Robert Falcon Scott  | Great Fire of London<br><br>Heroes:<br>History of Aviation<br>Significant figures in Black History  | Mayans  |   | Victorians   | 20 <sup>th</sup> Century Leisure   |
| <b>Key Vocabulary</b><br>(Comprehensive) | Old<br>new<br>young<br>then<br>now<br>past<br>present<br>today<br>yesterday<br>tomorrow<br>change<br>different<br>same | Past<br>present<br>chronology<br>timeline<br>history<br>memory<br>event<br>significant<br>figure<br>national<br>international<br><br>contributed<br><br>Robin Hood<br><br>Middle Ages<br>Achievement<br>astronaut<br>equipment<br>expedition<br>explorer<br>polar<br>significant | Past<br>present<br>chronology<br>timeline<br><br>century<br>history<br>memory<br>event<br>significant<br>figure<br>national<br>international<br><br>achievements<br><br>enquiry<br><br>WW1:<br><br>Nation / country<br>society<br>war (battle)<br>peace<br>army<br>soldiers<br>legion<br><br>GFOL:<br><br>Building<br>City<br>Ruler (king)<br>Commemoration<br>technology<br>society<br>parliament<br>rich<br>poor<br><br>peasantry<br><br>travel<br><br>discrimination | Decade<br>Century<br>Archaeologist<br>AD<br><br>Romans<br>British Isles<br>Invaders<br>Invasion<br>Settlers<br>tribe<br>Empire<br>Legion<br>rebellion<br>Amphitheatre<br>Mosaic<br>Senate<br>Armour<br>legion<br>Gladiator<br>Barbarian<br>Citizen<br>Dictator<br>Emperor<br>Wealthy<br>Poor<br><br>Mayans:<br>Cacao beans<br>Civilisation<br>Codices<br>Drought<br>Maize<br>scribes. | General:<br>Decade<br>Century<br>BCE<br>CE<br>Archaeologist<br>Ancient<br>Dieties<br>Hierarchy<br>Civilisation<br><br>Anglo-Saxons:<br>Christianity<br>Pagan<br>Picts<br>Saxons<br>Scots<br>Angles<br>Danegeld<br>exile<br>invade<br>kingdom<br>longship<br>outlawed<br>pagans<br>pillaged<br>raid<br>monastery<br>settlement<br>Shires<br>Legacy<br><br>Ancient Egypt:<br>Pharoah<br>Tombs<br>Mummy<br>Pyramid<br>Hieroglyphs<br>Vizier<br>Scribe<br>Culture<br>Architecture<br>Irrigation<br>Hierarchy<br>Preserve<br><br>Ancient, civilisation, Egypt,<br>hieroglyphics, irrigation, the<br>Nile, pharaoh, tomb. | Century<br>Ancient<br>city<br>state<br>civilisation<br>democracy<br><br>Legacy<br><br>myth<br><br>ruler<br>empire<br>legacies<br>myth.<br><br>Industrial revolution<br>Invention<br>Rural<br>City<br>Revolution<br>typhoid | WW2<br><br>Allies<br>atomic bomb<br>Axis Powers<br>evacuation<br>Nazi party<br>persecution<br>rationing.<br><br>Bronze age:<br><br>Building<br>economy (money)<br>farming<br>migration<br>settlement<br>technology<br><br>tribe.<br><br>20 <sup>th</sup> Century leisure:<br><br>Broadcast<br>economy<br>entertainment<br>golden age<br>leisure<br>society<br>technology |

# Haydn Primary School History Curriculum Progression

|   |  |   |   |   |   |   |  |
|---|--|---|---|---|---|---|--|
| <p><b>Experiences – what helps them remember?</b></p>   | <p>Reading a wide range of fairy tales and traditional tales to discuss what was different in the past and to compare old and new versions</p> <p>Use a range of quality texts to discuss differences</p> <p>Bringing in family and baby photos to share how they have changed over time</p> | <p>Plotting events on chronological timeline</p> <p>Sherwood Forest visit</p> <p>Referring to timeline in class</p> <p>Drama</p>  | <p>Plotting events on chronological timeline</p> <p>Use a range of quality texts to discuss differences</p> <p>Drama and role play</p>                | <p>Roman Day – feast</p> <p>Trip to Cadbury World</p>   | <p>Making flat bread and every day artefacts</p>  | <p>Beaumont Hall trip</p> <p>Drama and role play</p>                        | <p>Trip to Holocaust memorial centre</p>                 |
| <p><b>Texts Used – What beautiful and varied texts have you used to give reading a purpose? (SIP)</b></p> | <p>The Tiger who came to Tea</p> <p>Peace at Last</p> <p>Coming to England</p>   | <p>The Story of Robin Hood</p> <p>Coming to England</p> <p>Dogger</p> <p>Armstrong: The Adventurous Journey of a Mouse to the Moon</p> <p>Torben Kuhlmann</p> <p>Explorers: Amazing Tales of the World's Greatest Adventurers</p> | <p>Toby and the Great Fire of London</p> <p>Vlad and the Great Fire of London</p> <p>Little People Big Dreams: Marcus Rashford and Amelia Earhart</p> | <p>Julius Caesar playscript</p> <p>Empire's End – A Roman Story</p> <p>My Family and Other Romans</p> <p>We Are the Romans: Meet the People Behind the History</p> <p>Daily Life in the Maya Civilization</p> <p>The History Detective Investigates: Mayan Civilization</p> | <p>The History Detective Investigates: Anglo-Saxons</p> <p>The Princess Who Hid in a Tree</p> <p>Marcy and the Riddle of the Sphinx</p> <p>The Magnificent Book of Treasures: Ancient Egypt</p> | <p>Street Child</p> <p>Who let the Gods out?</p> <p>The Corinthian Girl</p> | <p>Mohinder's War</p> <p>The Boy with the Bronze Axe</p> |