

History Progression

Callowell Primary School





History Progression Y1 – Y6

**Our vision is to nurture, support and inspire all our children
so that they can thrive in every way.**

Me



My World



My Future





History Progression

Y1 – Y6

History Overview Cycle A

KS1	Changes within living memory (local history): Toys over time? SC3, SC5 DC2 DC3	Transport and Travel *Depth study SC3, SC4, SC5 DC2, DC3, DC4	
LKS2	Stone age to Iron Age *Overview study SC1, SC2, SC3, SC4, SC5 DC2, DC5, DC6	Ancient Egyptians *Depth Study SC1, SC3, SC4, SC5, SC6 DC1, DC2, DC3, DC4, DC5	
UKS2	Anglo-Saxons & Scots *Overview study SC1, SC2, SC3, SC4, SC5, SC6 DC1, DC4, DC5	Vikings *Overview study SC1, SC2, SC3, SC4 DC1, DC2, DC4, DC5, DC6	Baghdad and the Middle East *Overview study SC1, SC2, SC4 DC1, DC2, DC3, DC4

History Overview Cycle B

KS1	The Great Fire *Overview study SC3, SC5 DC1, DC2, DC5	Significant people- Monarchy & Power: Queen Elizabeth II, Richard III SC1, SC2, SC6 DC1, DC2, DC5	People who made a difference *Overview study SC1, SC2, SC6 DC4
LKS2	The Romans *Overview Study SC1, SC2, SC3, SC5, SC6 DC1, DC2, DC5, DC6	Roman Britain *Overview study SC1, SC3, SC4, SC5 DC1, DC2, DC3, DC4, DC5, DC6	Mayans *Overview study SC1, SC3, SC5 DC4, DC5, DC6
UKS2	Ancient Greece *Overview study 1,2,3,5 DC1, DC2, DC3, DC4	Conflict and Resolution *Depth Study SC1, SC2, SC3, SC5 DC1, DC2, DC3, DC4	



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Our History Curriculum

Our History curriculum is based on the aims and principles of the National Curriculum. We ensure that the history periods taught are progressional and provide children with the opportunity to learn about local, British and national history. Within each aspect of history, there will be a focus upon substantive concepts (knowledge of the past) and disciplinary concepts (how historians have studied and analysed the past). We ensure that learning is progressive and inclusive with a focus on teaching relevant high-quality vocabulary to improve subject specific oracy.

Substantive Concepts (Knowledge of the past)

SC1	Power: monarchy, politics, hierarchy, governance, belief and religion
SC2	Conflict: invasion, war, unrest
SC3	Culture: everyday life, food, farming, education, clothing, homes, traditions
SC4	Exploration & travel: settlement, trade
SC5	Innovation & technology: inventions, discoveries, structures, tools/machines
SC6	Significant people

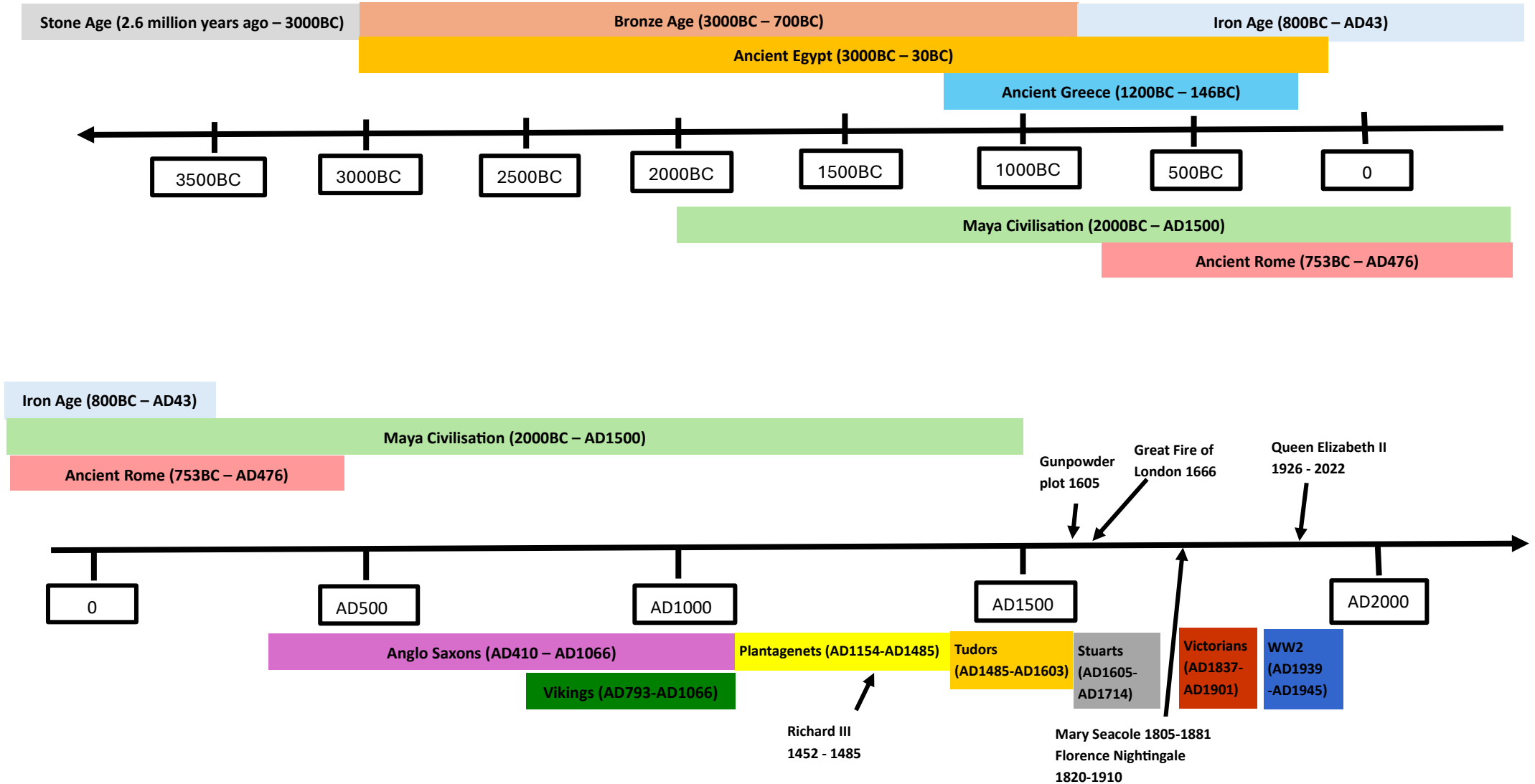
Disciplinary Concepts (How historians have studied and analysed the past)

DC1	Cause and consequence
DC2	Continuity and change
DC3	Similarity and difference
DC4	Significance
DC5	Evidence
DC6	Interpretation

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Chronology: world timeline





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KS1	Vocabulary and Units	Objectives
	Similar, describe, past, modern, material, timeline, transport, engine, diesel, station, passenger, safe, flight, traffic, spacecraft, compare, event, source, cause, damage, rebuild, hereditary monarchy, conquer, Magna Carta, power, parliament, constitutional monarchy, significant, human rights, racism, civil rights, equality, protest.	To develop an awareness of the past using common words and phrases relating to the passing of time. To 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. To ask and answer questions, choosing and using parts of stories and other sources to show that they know key features of events. To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
	Cycle A Unit 1: Toys over time Cycle A Unit 2: Transport and Travel *	To know of changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.
	Cycle B Unit 1: The Great Fire of London Cycle B Unit 2: King and Queens	To know events beyond living memory that are significant nationally or globally.
	Cycle B Unit 3: People who made a difference	To know about 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.
LKS2	Cycle A Unit 2: Transport and Travel*	To know about significant historical events, people and places in their own locality.
	Vocabulary and Units	Objectives
	Prehistory, agriculture, trade, conflict, monument, ritual, civilisation, irrigation, pharaoh, pyramid, hierarchy, Hieroglyphics, temple, mummification, Egyptology, legacy, empire, invasion, army, rebels, fort, decline, burial site, settlement, archaeological site, belief, literacy, city-state, worship, glyph, decline.	To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they studied. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.
LKS2	Cycle A Unit 1: Stone, Bronze and Iron Ages	To know about changes in Britain from the Stone Age to the Iron Age.



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	Cycle B Unit 1: The Romans	To understand the Roman Empire and its impact on Britain.
	Cycle B Unit 2: Roman Britain*	
	Cycle B Unit 2: Roman Britain*	To complete a local History study.
	Cycle A Unit 2: Ancient Egypt	To understand the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.
	Cycle B Unit 3: Maya civilisation	To understand about a non-European society that provides contrasts with British history – A study of Mayan civilisation AD 900.
UKS2	Vocabulary	Objectives
	Migration, archaeology, kingdom, community, convert, significant, longship, excavation, raid, battle, unification, truce, caliph, wealth, scholar, advancement, developed, decline, civilisation, government, democracy, city-state, conquest, influence, alliance, conscription, trench, home front, armistice, appeasement technology, evacuate, welfare state, resolution.	To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they studied. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.
	Cycle A Unit 1: Anglo-Saxons and Scots	To know about Britain's settlement by Anglo-Saxons and Scots.
	Cycle A Unit 2: Vikings	To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the of Edward the Confessor.
	Cycle B Unit 2: Conflict and Resolution*	To complete a local History study.
	Cycle B Unit 2: Conflict and Resolution*	To study an aspect of theme of British history that extends pupils chronological knowledge beyond 1066.
	Cycle B Unit 1: Ancient Greece	To complete a study of Greek life and achievements and their influence on the western world.
	Cycle A Unit 3: Baghdad and the Middle East	To understand about a non-European society that provides contrasts with British history – A study of Baghdad and the Middle East AD 900