



Curriculum Progression History

Federation curriculum intent:

All the decisions that we make as a federation are driven by the vision to continue 'together we put children at the heart; nurturing love, respect and lifelong learning' for all our children.

This integral vision and a set of core values; *love, perseverance, and respect, are* at the heart of all learning at our schools.

A love of learning

We strive to ensure a curriculum that builds curiosity and engages children with delight and enthusiasm; encouraging perseverance to overcome challenge and learn. The design is a spiral curriculum that is lively and interesting, providing a wealth of knowledge and a cultural capital to prepare for the future. It aims to enhance vocabulary and equip pupils to become responsible, *truthful* citizens and independent life-long learners.

A love of Community

We have a passion and dedication to develop and nurture the whole child, to make sure they are happy, well-cared for individuals, with the resilience and aspiration to build on the firm foundations they have developed with us, through their future education and life. We want our children to be successful young people who will embrace life and thrive in modern Britain.

A love of one another

We are committed to inclusion and broadening pupil's awareness, understanding and respect towards different individual needs, cultures, religions, traditions and orientations within the wider world as well as the community of Gloucestershire in which we belong. We teach children to recognise one another as unique individuals; we celebrate, welcome and love these differences.

We are very aware however, that our Curriculum intent is not just our 'vision' or 'intentions' but everything up until the point of delivery, including our Curriculum design, coverage, content appropriateness and planning. Our three year Curriculum Improvement Plan aims to ensure robust, progressive planning is in place which ensures children 'know more and remember more'.

Subject Intent:

To increase pupils' prospects by:

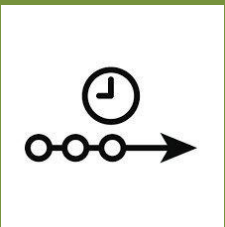
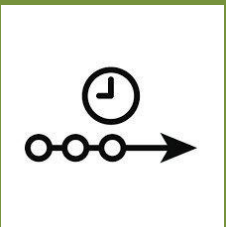
Enabling them to effectively think like a historian; studying significant historical people and events in the past.

Together we place children at the heart; nurturing love, respect and lifelong learning

- Pupils will become lifelong historians with a yearning to find out more.
- To provide pupils with a wealth of knowledge about the significant events and people of the past that will equip pupils to become responsible, truthful citizens.
- To critically think and consider how the past influences the future.
- To develop a chronological framework about their knowledge of significant events and people.
- To equip pupils with knowledge and a sense of curiosity about the history of Britain and how it has influenced and been influenced by the wider world.
- To critically think about how diversity and differences in the History of Britain and the wider world had affected lives in the modern world today.
- To use historical vocabulary and express views about the world around us.
- To have a range and depth of historical knowledge that allows children to have a profound respect towards different individual needs, cultures, religions, traditions and orientations within the wider world and their own locality.
- To understand and celebrate the rich history within the context of our local area.
- To ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- To implement a curriculum that is progressive throughout the entire school.
- To ensure that the history curriculum is planned and structured to ensure that current learning is linked to previous learning.

Subject Implementation:

History overview

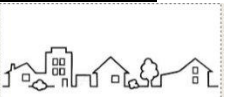
	Autumn	Spring	Summer
Reception	Growing up 	Significant People 	Living Things: Past, Present and Future 
History is taught in Reception as an integral part of child-initiated and adult led activities. The children are given the opportunity to find out about the past and present events in their own lives, and those of their families and people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through language driven activities such as studying pictures of famous people in history and developing a physical timeline of their own life. The children remain at the centre of their learning as they use historical artefacts such as pictures and stories to explore their family, familiar people and objects. <u>Growing Up:</u> • How have you changed from when you were a baby, and how do you think you will grow in the future? • What can you do now that you couldn't do when you were a baby or toddler? • How is your time as a baby similar to and different from when your parents were babies? • What important things have happened in your family since you were born? • Which significant events do we celebrate each year? <u>Significant People in my Living Memory:</u>			Vocabulary taught Old New Then Now Past Present Future Timeline History Artefact Source Festival Event Family Tradition Home Growing Growth Change Develop

- What can you tell me about your family and the people who are important to you?
- Who are the people you know that help you, and how do they help you?
- What jobs do people in our community and the wider world do to help others?
- Which special events and celebrations are celebrated each year?

**Help
Transport
Technology
Clothing**

Living Things:

- How can you compare things that happened in the past with things that happen today?
- How are transport, technology, clothing and homes different or similar now compared to the past?
- What important things have happened during your first year at school, and how have you changed?
- Who are the new adults you will work with in Year 1, and what do you know about them?
- How have your surroundings changed over time?

Year 1	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary
New learning	<u>Unit 1 – Old toys, new toys</u>  <u>Knowledge</u> What is my favourite toy and why do I enjoy playing with it? What were our toys like 5 years ago and how are they different to the toys I play with today? What were the toys my	<u>Topic specific</u> Toys <u>Chronology</u> Old New Past Present Future Time Victorian <u>Sources and evidence</u> Artefact Museum <u>Historical concepts/Interpretations of history</u> Similar	<u>Unit 2 – The Great Fire of London</u>  <u>Knowledge</u> Where is London and when did the Great Fire of London happen? What was London like in 1666? What happened during the Great Fire of London?	<u>Topic specific</u> London Fire Capital City Bakery Gunpowder Extinguish Fire Break Leather bucket Destruction. <u>Chronology</u> Order Timeline Diary Dates BC/AD <u>Sources and evidence</u> Source	<u>Unit 3 – Significant Individuals (Mary Seacole and Florence Nightingale)</u>   <u>Knowledge</u> Who was Mary Seacole? When did Mary Seacole live? Can we place key events from her life correctly on a timeline?	<u>Topic specific</u> Crimean war Victorian Hospital Modern Hygiene Nurse Inventor Engineer Steam Power Invention Industrial Revolution Bridge Aqueduct Train Railway Innovation SS Great Britain

	grandparents played with then they were children? What toys did Victorian children play with? Can you sort a selection of toys by placing them on a timeline? What might toys look like in the future?	Different Significance	How do we know about the Great Fire of London? Sources What is the modern fire brigade like? How has fire safety changed since the Great Fire of London?	Diary Eye witness Documents (written evidence)	Why is Mary Seacole significant? How did life change for Mary after the Crimean War? Who is Florence Nightingale? When did she live? Can we place key events from her life on a timeline? What did Florence Nightingale do to make to hospitals better? Can I recognise differences between hospitals and nurses in Victorian times to modern day Britain?	<u>Chronology</u> Then and now Past and present Future <u>Sources and evidence</u> Photographs Artefacts
Year 2	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary
New learning	<u>Unit 1 – Significant People: Grace Darling and Isambard Kingdom Brunel</u>  <u>Knowledge</u> Who was Grace Darling? When did she live? Can we place key events	<u>Topic specific</u> Victorians Society Innovation Heroine Crimean War Nurse Hospital Hospital <u>Chronology</u> Period of history Chronological order Century	<u>Unit 2 – Pioneers:</u> <u>Neil Armstrong/ Katherine Johnson/Tim Berners-Lee</u>  <u>Knowledge</u> Who were Neil Armstrong and what did he explore?	<u>Topic specific</u> Explorer America Voyage Navigate Discover Astronaut Moon landing Orbit Commander Lunar Module NASA Mathematician Space Race	<u>Unit 3 – Local History</u> <u>Unit: Gloucester Cathedral</u> <u>Knowledge</u> What do we know about Gloucester Cathedral? What is the purpose of a cathedral and how is it different from a church?	<u>Topic specific</u> Cathedral Abbey Church Gloucester Tudor Henry VII Monks Monastery Bishop Diocese Architecture Centuries Listed building

	from her life on a timeline? What was Grace Darling's everyday life like? Why do we remember Grace Darling? Who was Isambard Kingdom Brunel? When did he live? Can we place key events from his lifetime on a timeline? Why is Isambard Kingdom Brunel Significant?	<u>Historical concepts/Interpretations of history</u> Connections Compare <u>Key individuals</u> Queen Victoria Prince Albert Queen Elizabeth Isambard Kingdom Brunel Grace Darling	Why is Neil Armstrong significant today? Who is Katherine Johnson? Can we place key events of her life on a timeline? Why is Katherine Johnson significant? What obstacles did she overcome in her life? What role did Tim Berners-Lee have in the change of technology?	Equality Obstacle Invention Technology Internet Communication <u>Sources and evidence</u> Video graphic evidence Old versions of technology e.g. phones <u>Historical concepts/Interpretations of history</u> Impact Change Development	Who built Gloucester Cathedral? What was life like for the people of Gloucester when the Abbey became a Cathedral? What happened after Gloucester Abbey became Gloucester Cathedral? How has Gloucester Cathedral changed throughout the centuries?	Preserve Stonemason Worship <u>Chronology</u> Tudor Era <u>Sources and evidence</u> <u>Historical concepts/Interpretations of history</u> Impact Change Continuity
Year 3	Learning intentions	Vocabulary			Learning intentions	Vocabulary
New learning	<u>Unit 1 – Prehistoric Britain</u>  <u>Knowledge</u> When did the different periods of prehistoric Britain take place?	<u>Topic specific</u> Prehistory Palaeolithic Era Mesolithic Era Neolithic Era Bronze Iron Invade <u>Chronology</u> Historical changes over time			<u>Unit 2 – Ancient Greece</u>  <u>Knowledge</u> What were the key events during the Ancient Greek period?	<u>Topic specific</u> Golden Age Athens Olympia Ancient Greece Democracy Sparta Tyranny Greek Gods (see overview) Alexander the Great <u>Chronology</u> BCE

	How do we know about life in pre-historic Britain (Source box lesson) What was life like in a Stone Age/Iron Age and Bronze Age settlement? What can we learn from pre-historic sites and settlements? (similarities and differences) What tools did early humans use? What were pre-historic tools made from? How did agriculture and farming change during pre-historic Britain? What were the main differences between eras?	<u>Sources and evidence</u> Archaeologist <u>Historical concepts/Interpretations of history</u> Continuity and change Contrast Impact			How do we know about life in Ancient Greece? What were homes like in Ancient Greece? What did the Ancient Greeks believe? Who was Alexander the Great and why was he considered a great leader? How has Ancient Greece influenced our lives today? How equal was society in Ancient Greece? What were the similarities and differences between Ancient Greece and modern day?	Golden Age <u>Historical concepts/Interpretations of history</u> Democracy Conquer
Year 4	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary

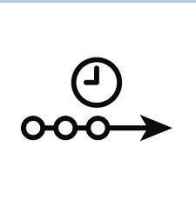
New learning	<u>Unit 1 – Ancient Egypt</u>  <u>Knowledge</u> What were the key events during the Ancient Egyptian period? Timeline How do we know about life in Ancient Egypt? What was life like in Ancient Egyptian settlements and homes? Why was the River Nile important to the Egyptians? What is the significance of the Egyptian Pyramids and Gods? Who was Tutankhamun and why do we remember him?	Ancient Afterlife Archaeologist Pharaoh Pyramid Tomb Akhet Fertile polytheistic	<u>Unit 2 – Roman Britain</u>  <u>Knowledge</u> What were the key events during the Roman period? Timeline How do we know about life in the Roman period? What was daily life like for rich and poor Romans? How and why did Emperor Claudius invade Britain? Who is Boudica and why did she rebel against the Romans? How did Britain change under the Romans? What were Roman towns like?	<u>Topic specific</u> Emperor Romans Empire Invade Settlement Occupy Society Government Rebellion Centurion Dictator	<u>Unit 3 - Benin Kingdom</u>  <u>Knowledge</u> What were the key events during the Benin Kingdom? Timeline How do we know about life in the Benin Kingdom? How was the Benin kingdom organised? What can the Benin Bronzes teach us about the Benin Kingdom? How were trade links established and what goods were traded?	<u>Topic specific</u> Civil war Colonisation Edo Chief Merchant Slave Territories Migrations Trade Trafficking Plantations Colonies Independence. <u>Chronology</u> Migration Colonies <u>Historical concepts/Interpretations of history</u> Migration Independence Colonisation
---------------------	---	--	--	--	---	---

	Who was Cleopatra and why do we remember her? Which do you think was more important to Ancient Egypt – the pyramids or the River Nile?		Can you create a new Roman town that reflects the changes they brought to Britain?			
Year 5	Learning intentions	Vocabulary			Learning intentions	Vocabulary
New learning	<u>Unit 2 – Saxons and Vikings</u>   <u>Knowledge</u> What were the key events during the Anglo Saxon and Viking period? Timeline How do we know about life in Anglo Saxon and Viking times? Source boxes What were settlements like in	<u>Topic specific</u> Anglo-Saxons Picts Scots Celts Christianity Settlements East Anglia Wessex Mercia Northumbria Aethelflaed Heptarchy Kingdom Vikings Danegel Danelaw Raid Pagan Invading Monastery Treaty Plunder Enslave			<u>Unit 1 – Industrial Revolution</u>   <u>Knowledge</u> What were the key events during the industrial revolution? Timeline How do we know about life during the Industrial Revolution? What were working and living and working conditions like during the Industrial Revolution?	<u>Topic specific</u> Industry Industrial Revolution Economy Agriculture Poverty Mass Production Sanitation Child labour Colonies <u>Key individuals</u> Robert Peel Dr John Snow Queen Victoria <u>Chronology</u> Revolution <u>Separate vocabulary for Docks/ Mills:</u> Dock Wool-mill

	the Saxon and Viking period? What can we learn from Sutton Hoo? Were the Vikings tactical invaders or mindless villains? Who was Alfred the Great? What are the similarities and differences between Norse and Anglo-Saxon beliefs? Would you rather be a Saxon or a Viking?	Peace Treaty <u>Key individuals</u> King Alfred Aethelflaed Edward Guthrum Athelstan King Aethelred II (the Unready) King Canute <u>Chronology</u> Historical timeline of events Invasion <u>Sources and evidence</u> Excavated Reliability Viewpoint			What was it like for child working in the Industrial Revolution? How did the Industrial Revolution change our local area? L5-8 for USL and NPS on unit overview document.	
Year 6	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary
New learning	<u>Unit 2 – 20th Century Conflict</u>  <u>Knowledge</u> What can a timeline tell us about the causes and consequences	<u>Topic specific</u> Appeasement Artillery Blockade Bombardment Conscription Abdicated Unsanitary Nazi Germany Trench warfare Warfare			<u>Unit 1 – Civil Rights</u>  <u>Knowledge</u> What were the key events during the Civil Rights Movement? What was life like in the United States of America in the 1950s?	<u>Topic specific</u> Boycott Civil disobedience Federal laws Jim Crow laws Civil Rights Liberty Integration Segregation NAACP Diverse

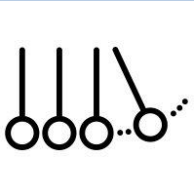
	of the World Wars? What were the causes of the First World War? Why were so many lives lost on the western front? Was the Treaty of Versailles fair? How did Hitler rise to power? What caused the Second World War? What can historical sources tell us about life in WWII? What impact did WWII have on Britain? Could the Second World War have been avoided?	Western front Reparations Demilitarised Rearmament Propaganda Treason <u>Key individuals</u> David Lloyd George Kaiser Wilhelm II Archduke Franz Ferdinand Georges Clemenceau Adolf Hitler <u>Historical concepts/Interpretations of history</u> War Treaty Alliance Battle			What was segregation and what impact did it have? Why did Oliver Brown take the Board of Education to the Supreme Court? Who was Martin Luther King? Who was Rosa Parks? Did the defeat of segregation end discrimination in America? What is the Black Lives Matter Movement and why is it needed? Who do you think created the greatest change for Civil Rights and why?	Violate African-American Consensus Capitalism Discrimination Exile <u>Key Individuals</u> Dr Martin Luther King Jr Rosa Parks Lyndon B. Johnson John F. Kennedy Malcom X <u>Chronology</u> Movement Economic <u>Sources and evidence</u> Televised events Newspaper articles Documentaries <u>Historical concepts/Interpretations of history</u> Discrimination Boycott Integration
--	---	--	--	--	---	--

Historical knowledge and skills whole school progression

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	← Skills →						
Chronology 	Talk about past and present events in their own lives and in the lives of their family members. Understand history starts with their own timeline. Begin to understand old and new in the right order. Use pictures to talk about history in their own timeline.	Understand that events happen in order. Understand past and present. Use old and new on a timeline. Place images on a timeline in the correct order for the time period being studied. Recount changes that have occurred in their own lives.	Understand that events happen in an order. Understand first, second, third/past and present. Put events from their current study on a timeline. Begin to place previous learning into a chronology (if appropriate) Put people and events in a timeline. Label timelines with words and phrases such as past, present, older, newer. Use dates on a timeline where appropriate.	Place the time studied on a timeline. Create a timeline of current learning. Begin to understand the narrative between changes with a time period. Begin to use language about the passing of time; such as older, newer. Begin to use dates and terms such as AD/BC to describe events.	Place events from period studied on a timeline. Create a timeline of current learning. Begin to understand the narrative between changes with a time period. Begin to use language about the passing of time; such as older, newer. Use dates and terms such as AD/BC to describe events. Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Securely know and sequence key events of time studied. Begin to describe the main changes in a period of history using terms such as social, religious, political, technological and culture. Understand the concepts of continuity and change over time, representing them with evidence on a timeline. Begin to use relevant terms and periods labels accurately when describing events. Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Have chronologically secure knowledge and understanding of all history studied. Describe the main changes in a period of history using terms such as social, religious, political, technological and culture. Develop a clear narrative between time periods. Use relevant terms and period labels accurately when describing events. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Investigative History 	Use pictures to talk about history in their own timeline. Use pictures, stories artefacts	Ask simple questions about what they can see/want to find out. Make observations about artefacts.	Ask simple questions about what they can see/want to find out.	Make observations about historical sources and artefacts. Use a range of historical sources to	Make observations about historical sources and artefacts. Use a range of historical sources to	Use historical sources and artefacts to describe and give responses about the history being studied.	Use historical sources and artefacts to describe and give responses about

	and accounts from the past and explain similarities and differences. Investigate their surroundings and how things change over time (e.g. seasons)	Use artefacts/sources to begin to answer simple questions (what, when, who). Explore images, videos and simple written accounts to see how we learn about the past. Begin to understand the significance of historical evidence.	Make simple observations about historical sources and artefacts. Use artefacts/sources to ask simple questions. Explore images, videos and simple written sources to see how we learn about the past. Begin to understand the significance of historical evidence when learning about the past.	describe the history being studied. Begin to use historical sources as evidence for what they think about a certain aspect of the history being studied. Understand the significance of historical evidence when learning about the past.	describe the history being studied. Begin to use historical sources as evidence for what they think about a certain aspect of the history being studied. Understand the significance of historical evidence when learning about the past. Begin to understand the significance of historical evidence when learning about the past and give a simple explanation.	Make inferences and deductions from historical sources. Make connections about the reliability to historical sources. Begin to analyse historical sources in order to make judgements about a certain aspect of the history being studied. Explain the significance of historical evidence when learning about the past. Begin to understand that some historical sources may contain varying viewpoints and therefore affect out view of history.	the history being studied. Make inferences and deductions from historical sources. Make connections about the reliability to historical sources. Analyse historical sources in order to make judgements about a certain aspect of the history being studied. Begin to understand the significance of historical evidence when learning about the past and give justifications about this. Begin to understand that some historical sources may contain varying viewpoints and therefore affect out view of history.
--	---	---	---	--	--	---	--

Interpretations of History 	To know what there are different people in society. To understand that people believe different things Use stories to learn about history.	Use stories to learn about history. Use stories to describe key features of events. Understand that we use sources to learn about what happened in the past e.g. diary entries	Use stories to learn about history. Understand that we use sources to learn about what happened in the past e.g. letters Use stories to describe key features of events.	Look and understand how history can be represented in different ways.	Understand that there are various representations of history.	Understand that history is represented in different ways and begin to understand why. Begin to look at interpretation and how these can be seen through sources. Begin to understand varying viewpoints in historical sources.	Understand that history is represented in different ways and begin to understand why. Look at interpretation and how these can be seen through historical sources. Identify and understand that some historical sources may contain varying viewpoints and therefore affect our view of history.
Change and continuity 	Begin to develop a sense of historical enquiry. Begin to ask enquiring questions to find out more. Begin to understand why people or events are significant	Understand that there are different time periods in history. Begin to understand why people or events are significant (nationally or globally) Understand aspects of change in national life. Understand what happened in a time period. To answer simple questions about the time period or person they are studying.	Identify similarities and differences in two time periods. Understand why people or events are significant (nationally or globally). Compare significant events or individuals from different time periods. To answer simple questions about the time period or person they are studying. Understand aspects of change in national life, compare past to present-day. Understand the significance of people and events. Understand change in a time period.	Identify continuity and change within a time period. Make connections and contrasts within a time period to analyse the passing of time. To ask simple questions about the time period studied. To compare and devise historically valid questions about the time period they are studying to other time periods studied. Identify the impact of certain aspects of Britain.	Identify change and continuity within a time period. Make connections and contrasts within a time period to analyse the passing of time. To ask simple questions about the time period studied. To compare and devise historically valid questions about the time period they are studying to other time periods studied. Identify the impact of time period on Britain.	Identify continuity, change, consequence and trends in a time period. Identify and analyse connections, contrasts and trends in a time period and when comparing periods. Ask and answer questions about cause, similarity and difference.	Identify continuity, change, consequence and trends in a time period. Identify and analyse connections, contrasts and trends in a time period and when comparing periods. Devise historically valid questions about change, cause, similarity and difference Ask and answer questions about cause, similarity and difference

Cause and consequence 	Asking questions about why people did things, why events happened and what happened as a result.	Recognising why people did things, why events happened and what happened as a result.	Know that everyday objects have changed as new materials have been invented	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. To know that the actions of people can be the cause of change	Giving reasons for historical events, the results of historical events, situations and changes.	Starting to analyse and explain the reasons for, and results of historical events, situations and change. To know that members of society standing up for their rights can be the cause of change
Significance 	Recalling special events in their own lives. To know that some people and events are considered more 'special' or significant than others.	To know that some events are more significant than others. To know that 'historically significant' people are those who changed many people's lives.	Discussing who was important in a historical event. To know the impact of a historical event on society	Recalling some important people and events. To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	Identify the significance of a location in a historical period Identifying who is important in historical sources and accounts. Identify the significance of different buildings and beliefs	Identifying significant people and events across different time periods. To know how historians select criteria for significance and that this changes.	Comparing significant people and events across different time periods Explain the significance of events, people and developments.

<u>History of Britain</u>	<u>History of Wider World</u>
EYFS: Significant events (Bonfire night, Christmas, Remembrance Day) Y1: History of toys, Great Fire of London, Victorian Era Y2: Victorian Era (Significant people) Technology development in Britain Y3: Stone Age, Iron Age, Bronze Age Y5: Anglo Saxons and Vikings, Industrial Revolution in Britain Y6: Civil Rights, Twentieth Century Conflict	EYFS: Significant events (Bonfire night, Christmas, Remembrance Day) Y1: Crimean War Y2: Crimean War, Space Race history Y3: Stone Age, Iron Age, Bronze Age, Ancient Greece Y4: Ancient Egypt, Ancient Rome, Benin Kingdom Y5: Vikings Y6: Civil Rights, Twentieth Century Conflict