



A historical curriculum planned with aspirations for pupils to leave North Wheatley C of E Primary with:

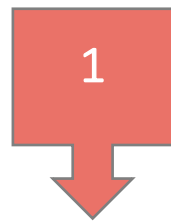
- Acquire substantive knowledge and understanding across studied time periods,
- To explore and question a wide range of primary and secondary resources,
- To use disciplinary skills to consider the impact of people and events,
- To develop an enquiring and critical mind-set,
- To question the validity of sources and knowledge gathered and form opinions and debates.



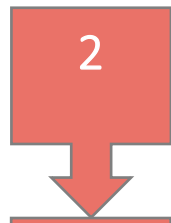
HISTORY KNOWLEDGE STRANDS



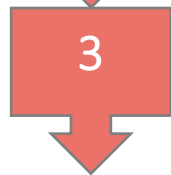
Subject Progression Framework



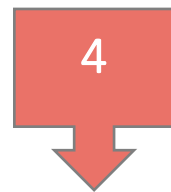
- Recap prior knowledge and other areas of history studied – reference class timeline.
- Chronology – placing the person, event or time period into the wider context. E.g, what else was happening at this time? Who else? How does this fit into the timeline of learning we already have?
- Key dates, facts, people information – gaining of substantive knowledge.
- Address any key or common misconceptions about the subject focus.



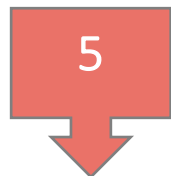
- Significance – who, why or what is important? What is the significance? Why do we still remember and study this?
- Build on prior learning and previous topics studies.
- Explore rule of law, type of leadership, how the civilisation worked to help pupils understand the over-arching politics of the time period.



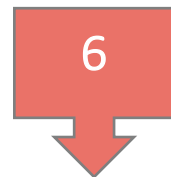
- Use of evidence and artefacts to help build up a wider knowledge of the focus subject.
- Build up from previous sessions with enquiry question as the key driving force within the lessons.
- Focusing on building up a chronology of events or key points in life, with the focus on what changes were happening or why. Or a section of life in a given time period e.g. 1 session rationing, 1 session evacuation, 1 session The Blitz.



- Using disciplinary skills to delve deeper into the subject to have a better understanding.
- Using a range of evidence sources and discussing validity and accuracy.
- Explore the events from the viewpoint of different groups (e.g. Allies, Germans, Jews).
- Beginning to explore the changes and continuity as a result of events studied.
- Starting to consider the cause and consequences of what has been studied and making links to other people/events/time periods studied in the past.



- Cause and consequence – understanding why all of the above had an impact (whether positive or negative)
- Exploring the impact and consequences from all sides – attempting to see bias if appropriate
- Debating and sharing own opinions by collating the knowledge and understanding they have amassed over the unit.



Significance

The interpretation of the significance of events and people in history and modern day.

Chronology

The chronological understanding of events through time.

Evidence

Finding information from a range of sources which provide historical evidence, whilst being aware of the accuracy of this source.

Diversity

How people's experiences in the past have varied according to their ethnicity, class, gender, or any other signifier that is used to identify and categorise people.

Continuity and change

Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. 'Continuity' refers to things that stay the same, relatively unchanged, over time

Cause and consequence

The historian sifts through evidence to determine the causes of events — often from a multitude of possibilities. The historian is also interested in the event's consequences

BC/BCE and AD/CE to be used interchangeably so that pupils are familiar with both terms. This will support their transition into KS3 education.

Primary and secondary sources as terminology should be interchangeable with historical sources and historical interpretations to support transition into KS3.

The use of the term 'bias' should be used with caution to ensure that pupils do not misinterpret this to mean invalid. Using 'inaccurate' can support pupils to explain their reasoning and understanding whilst acknowledging the 'bias' of an interpretation.

CURRICULUM STRANDS	Significance		Chronology		Evidence		Diversity		Continuity and Change		Cause and Consequence		Communication and Language Development
EYFS	See EYFS Tapestry Curriculum for Birth to Early Learning Goal Curriculum. The EYFS Tapestry feeds into the Key Stage One Curriculum.												
Key Vocabulary	King Queen Prince Princess		A long time Today Tomorrow Yesterday Time		Object		Same Different Family		Change Same		Why Wonder		
KS1 Year 1  Year 2 	- Discuss the significance of people and events. - Ask questions about how something happened or came to be and explain what happened afterwards (cause and effect).		- Be able to correctly use the terms to talk about chronology and create personal timelines for their lives. - Pupils use dates and given timelines correctly.		Be able to use primary and secondary sources and use these to talk about what has happened in the past.		Pupils articulate that people have different experiences and how these may affect life.		Use key historical knowledge to discuss developments over time.		Pupils begin to categorise information and describe cause and effect		- Talk with confidence about the facts that they can recall in their learning. - Ask questions and share their answers or opinions. - Begin to share differing opinions from their peers and know that this is acceptable. - Begin to refer to evidence when sharing their knowledge or opinions. - Describe what they understand and use technical language and vocabulary when doing so.
Key Vocabulary	Y1 Royal Fact Opinion	Y2 Explorer Global Significant Famous	Y1 Ago Old New Week Month Year Past Present Calendar	Y2 Century Period Timeline Ancient	Y1 Fossil Museum discover Discovery Evidence	Y2 Artefact Handling Delicate Perish	Y1 Rural Urban Experience	Y2 Similar Different Unfair	Y1	Y2 Develop Continue	Y1 Because	Y2 As a result Cause	

CURRICULUM STRANDS	Significance		Chronology		Evidence		Diversity		Continuity and Change		Cause and Consequence		Communication and Language Development
LSK2 Year 3  Year 4 	- Discuss the significance of people and events. - Explain how an event change or impacted the future (cause and consequence)		- Talk about chronology and create proportioned timelines. - Know why events happened in the order that they did and how events build on each other.		Use primary/historical sources and secondary sources/historical interpretations to discuss sources by exploring the different perspectives from people and times in the past and present.		Pupils can explain how different societies have been impacted over time and have made an impact on history.		Use key historical knowledge to discuss developments, demise, and transformation.		Pupils use historical facts, artefacts, and information to form opinions and draw conclusions from what they know.		- Use evidence and references when sharing their opinions or knowledge. - Confidently use technical language when discussing their learning. - Begin to explain their own opinions even if they differ from others.
Key Vocabulary	Y3 Impact Myth Legend	Y4 Significance Civilisations Domestic	Y3 Prehistoric Chronology Decade Medieval	Y4 Empire BC/BCE AD/CE	Y3 Palaeontology Archaeology Diary	Y4 Primary Secondary Documentary	Y3 Refugee Diverse Inequality	Y4 Diversity Groups Society Hierarchy	Y3 Continuity Transform	Y4 Demise Rise Colonise	Y3 Therefore Consequence	Y4 Evident Although	
UKS2 Year 5  Year 6 	Interpret events or people of significance, explaining and debating the impact they had and why we consider them to still be significant today.		- Pupils show how events impacted and why events altered thinking and ways of living. - To create their own timelines, choosing the most important or relevant dates.		- Use critical thinking to help draw conclusions whilst considering the validity of a source and how this might affect perspectives. - To explore a variety of source types (where available) to help build knowledge and understanding about an era		Pupils can discuss how people's experiences have affected history and how this has shaped our laws and views in modern times.		To discuss changes, developments and demise through history.		- Pupils can debate using historical facts, artefacts, and information. - They think about the validity of sources when considering their argument or stance.		- Use evidence and references when debating and discussing. - Explain in detail and draw upon technical language when doing so. - Voice their own interpretations on what they know.
Key Vocabulary	Y5 Monarchy Interpret Politics Political	Y6 Revolution Controversial Alliance	Y5 Era Perspective	Y6	Y5 Oral history Written history	Y6 Propaganda	Y5 Suffrage Complex Segregation	Y6 Minority Majority Injustice Persecution	Y5 Suffragette Economics Democracy Dictatorship	Y6 Constitution Demographic	Y5 Positive Negative Bias	Y6 Pro Cons Suggests Summarise	

Key Stage 1 Areas of Study

National Curriculum Requirements	Concept Coverage	Dates	Comments
Changes within living memory			
Events beyond living memory			
The lives of significant individuals			
Local history study			

Key Stage 2 Areas of Study

Date	Period of History	Comments
	changes in Britain from the Stone Age to the Iron Age	
	the Roman Empire and its impact on Britain	
	Britain's settlement by Anglo-Saxons and Scots	
	the Viking and Anglo-Saxon struggle for the Kingdom of England to Edward the Confessor	
	a local history study	
	an aspect/theme in British history that extends pupils' chronological knowledge beyond 1066	
	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	
	Ancient Greece – a study of life and achievements and their influence on the western world	
	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	

Cohort attainment and progress tracker

(Entering=E, Beginning=B, Developing=D, Meeting=M, Exceeding=Exc, Greater Depth Standard=GDS)

Cohort's Achievement Each Term (%)							
		E	B	D	M	Exc	GDS
Year 1	Autumn						
	Spring						
	Summer						
Year 2	Autumn						
	Spring						
	Summer						
Year 3	Autumn						
	Spring						
	Summer						
Year 4	Autumn						
	Spring						
	Summer						
Year 5	Autumn						
	Spring						
	Summer						
Year 6	Autumn						
	Spring						

Continuous dialogue reflecting yearly progress of learning and notes to feedforward for future planning.

	Notes and feedforward (Individual pupils, group, class)	QA by Subject Leader
EYFS		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		