



History Progression at Weeton St Michael's Primary School



CURRICULUM SUBJECT:	History	SUBJECT LEADS:	Luke Smith
What are the Y6 end of school end goals?	<ul style="list-style-type: none"> • Be able to come to their own conclusions about key historic events and eras by responding to enquiry questions. • Have a good knowledge of local History and how key events and eras have impacted and influenced the local area. • Be able to recall key facts and dates from events and eras studied and have these remain in the long-term memory. • Have a deep understanding of the concepts of Trade, Invasion, Monarchy and Inventions and recognise their impact and influence on the modern-day world. • Have a deep understanding of chronology. • Understand how historians find out about the past by asking searching questions and investigating literature, real-life experiences, sources and artefacts available to us. • Have a genuine interest in History and a real sense of curiosity about how humanity has reached the point it has today. 		
How is the curriculum at Weeton St Michael's Primary School sequenced towards these end points?			
EYFS			
What were toys like a long time ago?	<ol style="list-style-type: none"> 1. Know what toys our Grandparents played with. 2. Know if boys and girls toys were different. 3. Know what toys were like before batteries. 		
Who do we know that's famous?	<ol style="list-style-type: none"> 1. Know famous characters in books. 2. Know famous people from the past. 3. Know what a timeline is and how it works. 		
Are our Grandparents really old?	<ol style="list-style-type: none"> 1. Know what babies can and can't do. 2. Know which words tell us that something is old. 3. Know what our Grandparents remember about being our age. 4. Know what our Grandparents looked like when they were our age. 		
Year 1/2 Cycle A		Year 1/2 Cycle B	
What was my Grandparents childhood like? <i>Autumn term</i>	<ol style="list-style-type: none"> 1. Know how different our grandparents' toys were 2. Know what our grandparents' school days were like 3. Know how shopping habits have changed over the past 50 years 4. Know how birthday celebrations for children have changed over the past 50 years 5. Know how what we eat each day has changed over the past 50 years 		What lessons have we learned from the Great Fire of London ? <i>Autumn term</i> <ol style="list-style-type: none"> 1. Know where London is 2. Know why we know that the fire happened in the first place 3. Know that a great fire engulfed London in the past 4. Know that the people there found it difficult to control the fire 5. Know that much of what we know about the fire comes from Samuel Pepys's diary 6. Know how firefighting equipment has changed over the years
Who were and are UK's famous people ? <i>Spring term</i>	<ol style="list-style-type: none"> 1. Know what being famous means 2. Know about famous people from the past who are linked to your town or city 3. Know about the impact these people have made on our lives today 4. Know about a famous person alive today who has a connection with your town or city 5. Explain why they are famous. 		Who are Britain's significant monarchs ? <i>Spring term</i> <ol style="list-style-type: none"> 1. Know facts about Henry VIII 2. Know that Elizabeth I was Henry VIII's daughter and that she was a significant British monarch 3. Recognise that the Victorian era is named after Queen Victoria 4. Know that Queen Elizabeth II died only recently and is fondly remembered 5. Know that King Charles III is the son of Elizabeth II and is our present monarch.



History Progression at Weeton St Michael's Primary School



<p>Why do we have castles?</p> <p><i>Summer term</i></p>	<ol style="list-style-type: none"> 1. Know that castles were built to keep people safe and secure 2. Know that there are many stories associated with castles 3. Know that there is probably a castle not far from where you live 4. Know the names of the different features of a castle 5. Know who lived in a castle 6. Know about William the Conqueror and why he needed castles 	<p>What would my life have been like if I had been born in the Victorian era?</p> <p><i>Summer term</i></p>	<ol style="list-style-type: none"> 1. Know what is meant by the term 'industrial revolution' 2. Know about how the Industrial Revolution changed different towns and cities in Britain 3. Know what life was like for most Victorian children 4. Know what life at home was like for most Victorian people 5. Know the difference between belonging to a rich or poor family
Year 3/4 Cycle A		Year 3/4 Cycle B	
<p>How did Britain change between the end of the Iron Age and the end of the Roman occupation?</p> <p><i>Autumn term</i></p>	<ol style="list-style-type: none"> 1. Know why the Romans came to Britain 2. Know what the Romans did to improve Britain 3. Know why many Britons were opposed to the Roman occupation 4. Know why the Romans left Britain 5. Know the legacy left by the Romans and how this helped to shape Britain 	<p>How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</p> <p><i>Autumn term</i></p>	<ol style="list-style-type: none"> 1. Know how Britain changed between the beginning of the Stone Age and the end of the Iron Age 2. Recognise the importance of the invention of the wheel 3. Know how important the discovery of iron ore was 4. Understand why Iron Age hill forts were created 5. Know the main differences between the Stone, Bronze and Iron Ages 6. Know what is meant by the term 'hunter gatherers'
<p>What did the Greeks do for us?</p> <p><i>Spring term</i></p>	<ol style="list-style-type: none"> 1. Know why the Ancient Greeks were more advanced than Ancient Britons. 2. Know what the Ancient Greeks introduced that we benefit from today. 3. Know how the Ancient Greeks were influenced by their Gods. 4. Know what everyday life like for the ancient Greeks. 5. Know what the main characteristics of Spartans and Athenians were. 	<p>Why was Ancient Egypt's civilisation ahead of its time?</p> <p><i>Spring term</i></p>	<ol style="list-style-type: none"> 1. Know that Ancient Egypt is one of the earliest examples of Monarchy. 2. Know what was happening in Britain when the Ancient Egyptians were at their most powerful 3. Know how the Ancient Egyptians were influenced by the Gods 4. Know how the powerful Egyptians created a culture of slavery 5. Understand how archaeologists have helped us know what happened in Ancient Egypt, Ancient Sumer, the Indus Valley and the Shang Dynasty many years ago
<p>How have homes changed?</p> <p><i>Summer term</i></p>	<ol style="list-style-type: none"> 1. Know how our homes have changed over time. 2. Know how the utensils we use in the kitchen have changed over time. 3. Know how the telephone, television and the way we heat our homes changed over time. 4. Know how the areas outside our homes including gardens have changed over time. 	<p>How did Manchester grow to be one of the leading cities?</p> <p><i>Summer term</i></p>	<ol style="list-style-type: none"> 1. Know about Manchester's Roman origins 2. Know the impact that the Industrial Revolution had on Manchester Know about the Peterloo Massacre 3. Know about people from Manchester who have influenced society 4. Know how sport became associated with Manchester
Year 5/6 Cycle A		Year 5/6 Cycle B	
<p>How did Britain change between the end of the Roman occupation and 1066?</p> <p>Anglo Saxons and Vikings</p>	<ol style="list-style-type: none"> 1. Know about how the Anglo Saxons attempted to bring law and order to the country 2. Know that during the Anglo-Saxon period, Britain was divided into many kingdoms 3. Know that the way the kingdoms were divided led to the creation of some of our county boundaries today 4. Know where the Vikings originated and show this on a map 5. Know that the Vikings and Anglo Saxons were often in conflict 	<p>What was the impact of the World War Two on Britain?</p> <p><i>Autumn term</i></p>	<ol style="list-style-type: none"> 1. Know why WW2 started and explain Hitler's part in it. 2. Know what appeasement was and discuss the impact of Chamberlain's speech 3. Know who Winston Churchill was and what part he played in WW2 4. Know what WW2 was like using evidence 5. Know and describe how Blackpool was affected during the war 6. To know about World War Two medicinal inventions and how they changed everyday life.



History Progression at Weeton St Michael's Primary School



Autumn term	<ol style="list-style-type: none"> 6. Know why the Vikings frequently won battles against the Anglo Saxons 		
<p>Who were the Maya and what have we learned from them?</p> <p>Spring term</p>	<ol style="list-style-type: none"> 1. Know about the impact that the Mayan civilisation has had on the world 2. Know why they are considered an advanced society relative to that period in Europe 3. Know what was happening in Britain when the Maya were at their most powerful 4. Know how different the Mayan and the Egyptian pyramids were 5. Know how the Mayan belief in Gods created a culture of sacrifice 6. Understand how the pok-tapok Mayan game could be described as the earliest football match 7. Understand why the Mayan civilisation died out 	<p>What has been the impact of immigration on Britain over the past 100 years?</p> <p>Spring term</p>	<ol style="list-style-type: none"> 1. Know why many people thought Britain an attractive place to come and live. 2. Know about the prejudice many immigrants faced when they arrived in Britain. 3. Know what is meant by the 'Windrush generation'. 4. Know why there are large Asian communities in the North-West of England. 5. Know about the impact many individuals from immigrant families have on our lives today.
<p>What was life like during World War One?</p> <p>Summer term</p>	<ol style="list-style-type: none"> 1. To know when and why World War 1 started and ended. 2. To know about the technological advances during World War One. 3. To know what life was like in the trenches during World War One. 4. To know how British Propaganda influenced World War One. 5. To know what the Treaty of Versailles was. 	<p>What are the main events that happened in Britain between 1066 and the present day?</p> <p>Summer term</p>	<ol style="list-style-type: none"> 1. Know how Henry VIII changed Christian worship in this country. 2. Know why Elizabeth I's reign was a time of exploration and discovery. 3. Know who the 'Roundheads' and the 'Cavaliers' were. 4. Know about the importance of the Victorian era. 5. Know why the COVID-19 pandemic is a significant part of our history



Disciplinary Knowledge and Skills

EYFS and Key Stage 1				
YEAR GROUP	TIMELINES	CHRONOLOGY	EVIDENCE BASE	INTERPRETATION & SIGNIFICANCE
Reception	<ul style="list-style-type: none"> Know how to set out own life on a simple timeline 	<ul style="list-style-type: none"> To begin to appreciate that their life is different to the lives of people in the past To understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> Ask questions or make remarks about illustrations in a book they are reading, which may be set in the past 	<ul style="list-style-type: none"> Recognise that the past is different to today
Year 1	<ul style="list-style-type: none"> Begin to appreciate what a timeline is by looking at a timeline over the past 10 years Know how to set out information on a timeline up to 50 years ago 	<ul style="list-style-type: none"> Recognise that familiar objects we have today would have been different in the past, e.g. telephone Describe memories and changes that have happened in their own lives 	<ul style="list-style-type: none"> Begin to understand that some evidence related to what happened in the past is more reliable than others Observe and handle artefacts and ask simple questions about the past 	<ul style="list-style-type: none"> Understand that an invention from the past can lead to something we use today, e.g. television Offer an opinion as to why something may have happened in the past and why they know



History Progression at Weeton St Michael's Primary School



Year 2	<ul style="list-style-type: none">Know that a timeline can be used to help them understand the period they are studying, e.g. the Great Fire of London	<ul style="list-style-type: none">Order a few events and different artefacts from the recent pastUse the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after	<ul style="list-style-type: none">Begin to understand that some evidence, such as word of mouth, may not always reflect accurately what happened in the pastRecognise what is a reliable piece of information and what is not, e.g. photograph vs word of mouth	<ul style="list-style-type: none">Point out a few similarities and differences between ways of life at different timesBegin to reflect on the significance of what has been learnt from the past
Year 3	<ul style="list-style-type: none">Start using a timeline that identifies different centuriesUse the timeline to show how Britain has changed over the years	<ul style="list-style-type: none">Put artefacts or information in chronological order from a long time agoUse appropriate dates and chronological conventions, e.g. BC, BCE and AD	<ul style="list-style-type: none">Know that much of what is presented as historical fact is based on limited informationObserve and use pictures, photographs and artefacts to find out about the pastUnderstand that different types of evidence and sources can be used to help us find out about what happened in the past	<ul style="list-style-type: none">Understand that significant discoveries or inventions created much change in the lives of people, e.g. the wheel or iron oreStart to compare two versions of a past eventStart to use stories or accounts to distinguish between fact and fiction
Year 4	<ul style="list-style-type: none">Accurately set out different events on a timelineSequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart	<ul style="list-style-type: none">Appreciate that some major events in the past caused major changes to the British landscape, e.g. Roman occupation <p>Use words and phrases: century, decade</p>	<ul style="list-style-type: none">Recognise the impact that bias has on records of historical eventsKnow that historical recounts are prone to exaggeration	<ul style="list-style-type: none">Look at more than one version of the same event or story in history and identify differencesKnow about the impact of a past action on our lives today



History Progression at Weeton St Michael's Primary School



Year 5	<ul style="list-style-type: none">• Have a secure understanding of a British timeline that extends from the Stone Age to the present day• Order an increasing number of significant events, movements and dates on a timeline using dates accurately	<ul style="list-style-type: none">• Show a chronologically secure knowledge and understanding of local, national and global history• Know and describe in some detail the main changes to an aspect in a period of history being studied	<ul style="list-style-type: none">• Show an awareness of the concept of propaganda and censorship• Know the difference between primary and secondary sources of evidence and the impact of this on reliability	<ul style="list-style-type: none">• Consider different ways of checking the accuracy of interpretations of the past• Realise that there is often not a single answer to historical questions
Year 6	<ul style="list-style-type: none">• Use timelines to demonstrate changes and developments in culture, technology, religion and society• Know the date of any significant event studied from the past and place it correctly on a timeline	<ul style="list-style-type: none">• Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world• Describe the main changes in a period in history using words such as social, religious, political, technological and cultural	<ul style="list-style-type: none">• Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distant past• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding about the past	<ul style="list-style-type: none">• Appreciate that people in the past represent events or ideas in a way that may be to persuade others• Form their own opinions about historical events from a range of sources