



Progression Documents

History

Curriculum Overview:

Learning for life



We are **CONFIDENT COMMUNICATORS** who listen and share our ideas confidently.
 We are **RESILIENT RESEARCHERS** who don't give up and learn from our mistakes.
 We are **ASPIRATIONAL AMBASSADORS** who strive to be the best we can be.
 We are **COLLABORATIVE CITIZENS** who work together and respect others.

Intent	Implementation	Impact
<p>As a school we provide History for all registered pupils, including those in reception classes.</p> <p>Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into our history curriculum and which statements from the 2020 Development Matters are prerequisite skills.</p> <p>KS1 and KS2: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.</p> <p>At Spalding St Pauls Primary School we use the United Learning Curriculum as a base to form our teaching as it is designed to take account of statutory requirements and curriculum research. The core content – the 'what' – of the curriculum is stable, but as a school we will bring it to life in our own local context, and teachers will adapt lessons – the 'how' – to meet the needs of our own classes, school and community.</p> <p>Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and 'hidden curriculum' of the school – is intended to spark curiosity and to nourish both the head and the heart.</p> <p>Our Curriculum for history provides all children, regardless of their background, with:</p> <ul style="list-style-type: none"> • Coherent and chronological substantive knowledge of the history of the Britain and the wider world, selected to build pupils' understanding of three vertical concepts: Quest for Knowledge; Power, Empire and Democracy; Community and family. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas. • Opportunities for all pupils to see themselves reflected in the curriculum, but also to be taken beyond their own experiences. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain. • Grounding in core disciplinary and procedural knowledge, and the ability to approach challenging, historically-valid questions, giving pupils the ability for pupils to learn how to think, read and write like a historian. • An excitement for history, which inspires a curiosity to learn more about the past. 	<p>The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS History is taught as part of 'Understanding of the World' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, History is taught as a discreet subject every week, every other term, to allow time to embed skills in the subject.</p> <p>The Teaching Sequence Within each Subject Our Curriculum has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge.</p> <p>Within the Unit</p> <ol style="list-style-type: none"> 1. KNOWLEDGE ORGANISER: A knowledge organizer is provided to show coverage of each unit of work, outlining key fact to be covered over the unit of work and key vocabulary. Each unit clearly sets out the knowledge that should be taught and reviewed in the sequence of lessons. Each unit is planned to cover six lessons 2. PRE-UNIT ASSESSMENT: Each unit of work begins with a pre-learning quiz. <p>Within the Lesson</p> <ol style="list-style-type: none"> 3. SUBJECT OVERVIEW: At the start of a lesson children are reminded about the subject being taught and what this covers (e.g. History: Is the study of exploring important, unusual or interesting events in the past. It teaches us to know what happened a long time ago and what will, or can shape the course of the future. As a historian we will know ...) 4. FLASHBACK: Each lesson begins with a flashback to recap prior knowledge of the unit, previous units or previous years learning. 5. VOCABULARY: Subject specific key vocabulary is then taught which will be covered in the lesson. See word aware books for more information. 6. MAIN TEACHING: ('I do', 'We do', and 'You do'). During the main teaching, content broken down into small steps of 'I do', 'We do', and 'You do' to allow for modelling, guided practice and independent practice. 7. RECAP: At the end of the lesson children will have an opportunity to recap on the knowledge they have been taught throughout the session. <p>End of the Unit</p> <ol style="list-style-type: none"> 8. ASSESSMENT: At the end of a unit of work children will carry out a post-learning quiz to see how much knowledge they have maintained and so teachers can pick up any misconceptions and fill gaps where needed. This assessment will inform end of unit summative assessments. 	<p>Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum.</p> <p>It is not about lots of tests, or meticulously comparing pupils' outcomes at the start and end of each unit.</p> <p>If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!</p> <p>The Curriculum has this progression built in, and teachers and subject leads monitor how well pupils are keeping up with it.</p> <p>This can be done through: Formative assessment in lessons There are opportunities for formative assessment in the lesson slides, and teachers continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.</p> <p>Low-stakes summative assessment A post-learning quiz is provided for every unit. These questions usually take the form of multiple-choice questions, and aim to assess whether pupils have learned the core knowledge for that unit. These should also be used formatively, and teachers will plan to fill gaps and address misconceptions before moving on.</p> <p>Books and pupil-conferencing Talking to pupils about their books allows school to assess how much of the curriculum content is secure. These conversations are used most effectively to determine whether pupils have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units. (They should not be used to assess whether pupils can recall information, as low-stakes quizzes can gather this information more efficiently).</p>

Breadth of study

Breadth of Study EYFS:

Three and Four Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Breadth of study Key Stage 1:

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- 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. Examples could be scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Significant historical events, people and places in their own locality

Breadth of study Key Stage 2:

Pupils should be taught about:

- 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 the time of Edward the Confessor
- A local History study
- A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – Ancient Egypt – an overview of where and when the first civilizations appeared and a depth study of one of the following:
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - A non-European society that provides contrasts with British History – the Mayan civilization

Alignment to the National Curriculum:

KS1

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Y1 Aut; Y1 Spr; Y1 Sum; Y2 Aut

Events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Y2 Spr

The lives of significant individuals in the past who have contributed to national and international achievements.

Y1 Spr; Y2 Sum

Lives of significant individuals who can be used to compare aspects of life in other periods

Y2 Sum

Significant historical events, people and places in their own locality

Y2 Aut

KS2

Changes in Britain from the Stone Age to the Iron Age

Y3 Aut

The Roman Empire

Y5 Aut

The Roman Empire's impact on Britain

Y5 Spr

Britain's settlement by Anglo-Saxons and Scots

Y6 Aut

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Y6 Spr

A local history study

Y4 Sum

A study of an aspect or theme in Britain that extends pupils' chronological understanding beyond 1066

Y5 Sum; Y6 Sum

The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared

Y5 Sum

The achievements of the earliest civilisations – a depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt, the Shang Dynasty of Ancient China

Y3 Spr

Ancient Greece – a study of Greek life and achievements and their influence on the western world




Y3 Sum

A non-European society that provides contrast with British history – one study chosen from: Early Islamic Civilisation, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300

Y4 Aut; Y4 Spr

Vertical Concepts

Vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:

Quest for knowledge 		Power, Empire and Democracy 		Community and Family 	
Changing worldviews	Knowledge	Power and empires	Government and democracy	Changing communities	Community life
<p>How do people understand the world around them?</p> <p>What is believed; what is known; what scientific and technological developments are made at the time?</p> <p>How is knowledge stored and shared?</p> <p>What shapes people's views about the world?</p>		<p>Who holds power, and what does this mean for different people in the civilisations?</p> <p>How is power wielded and legitimised?</p> <p>How are people's rights different in different historical contexts?</p>		<p>What is life like for people in different societies?</p> <p>How are these societies structured?</p> <p>How are family and community roles and relationships different in different historical contexts?</p>	

Disciplinary Knowledge

Procedural Knowledge







Substantive Knowledge

By substantive knowledge we mean the core historical facts of a particular period or topic, for example key dates, individuals or events specific to a unit.

Disciplinary Knowledge (and Procedural Knowledge)

Disciplinary knowledge refers to how historians carry out their discipline in order to maintain and add to the subject's canon. Pupils learn what it means to be a historian, for example in areas such as Historical Significance or Cause and Consequence, for example that Changes can take place gradually (evolution) or very rapidly and completely (revolution).







Procedural knowledge refers to things that historians need to know how to do. An example might be reading a timeline or using vocabulary like decade or century. We have organised these alongside disciplinary knowledge as both are threaded through our curriculum in a similar way.

Disciplinary Knowledge					Procedural Knowledge
Historical Cause and Consequence 	Historical Significance 	Historical Change & Continuity 	Historical Similarity & Difference 	Historical Evidence 	Chronology 

Vertical Concepts

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Power, Empire and Democracy	Power and Empire		<ul style="list-style-type: none"> The King or Queen (monarch) has power to make new rules in a country 	<ul style="list-style-type: none"> Empires are large areas of land that are controlled by one person or group of people People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies 	<ul style="list-style-type: none"> Empires grow and shrink as the power of its leader changes 	<ul style="list-style-type: none"> Drivers of power can be categorised into: <ul style="list-style-type: none"> institutional (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others). Leaders can delegate power to regional and local leaders 	<ul style="list-style-type: none"> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power
	Government and Democracy			<ul style="list-style-type: none"> Different places have different systems of government. Some can be autocratic, some can be democratic Not all democracies are the same. The UK has a democracy City-states have independent identities and governments 			<ul style="list-style-type: none"> Governments that look democratic on paper can be autocratic in reality
Quest for Knowledge	Changing worldviews			<ul style="list-style-type: none"> People in the past had different beliefs and worldviews to us Sometimes people's knowledge and beliefs are based on the natural world around them People held different beliefs about an afterlife Animal sacrifices could be an important part of worship. Some people believed in multiple Gods 	<ul style="list-style-type: none"> Sometimes a political leader is also a religious leader 	<ul style="list-style-type: none"> There has been tolerance and persecution of different beliefs at different points in history Official 'belief systems' may change quickly but, in practice, individuals' beliefs did not change that quickly. 	<ul style="list-style-type: none"> People's personal 'belief systems' can take on ideas from lots of places
	Knowledge	<ul style="list-style-type: none"> It took a long time for the knowledge that we have today to develop 	<ul style="list-style-type: none"> Sometimes it was the contributions of important individuals that were important in advancing our knowledge 	<ul style="list-style-type: none"> People in the past had different knowledge to us; this does not mean that they are more 'stupid' than people today 	<ul style="list-style-type: none"> Knowledge was developed and shared across different civilisations across many continents Different civilisations place different values on knowledge and scientific development than others Different civilisations across the world developed similar knowledge independently 	<ul style="list-style-type: none"> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world 	<ul style="list-style-type: none"> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it
Community and Family	Changing Communities	<ul style="list-style-type: none"> My local community was different for families at different times in history In the past, communities were smaller because people could not travel so far 	<ul style="list-style-type: none"> People in history lived in communities that look different to ours today 	<ul style="list-style-type: none"> There are many factors which can cause communities to change over time 	<ul style="list-style-type: none"> Communities can be brought together by geographical location, or by a shared identity Trade can impact what a community looks like 		<ul style="list-style-type: none"> Conflict and prejudice within communities can impact on society, as well as individuals, over time
	Community Life	<ul style="list-style-type: none"> Homes and the things we use in our homes have changed during the lives of the people in our community 	<ul style="list-style-type: none"> Some aspects of life in my own community have changed over time and others have stayed the same 	<ul style="list-style-type: none"> In communities in the past, different people often had very defined roles In the earliest communities families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves 	<ul style="list-style-type: none"> At some points in history the education of children has been highly valued 	<ul style="list-style-type: none"> Different civilisations have different ideas about what a "family" is Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth 	<ul style="list-style-type: none"> Slaves could be taken from different communities based on their race, ethnicity or gender The achievements of women have often been undervalued in different societies in the past Throughout history women have often faced different obstacles to achieving the same things as men At some points in history children have been expected to contribute to daily life in their community

Disciplinary Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Cause & Consequence 	<ul style="list-style-type: none"> Things in the past happened happen because something causes them to happen 	<ul style="list-style-type: none"> Some things have lots of causes Causes can be long-term conditions or short-term triggers 	<ul style="list-style-type: none"> Some things have lots of causes that are connected in some way 		<ul style="list-style-type: none"> Causes can be categorised as economic, physical, institutional, social, environmental etc Historians can argue that one cause is more important than another 	<ul style="list-style-type: none"> Historians interpret primary and secondary sources and build arguments that can explain the causes of events
Historical Significance 	<ul style="list-style-type: none"> Historians choose to study people or events from the past because they resulted in change 	<ul style="list-style-type: none"> Historians choose to study people or events from the past because they were important to people at the time, and/or are remembered today 		<ul style="list-style-type: none"> Historians can set their own criteria for what they consider to be significant and why it should be studied 	<ul style="list-style-type: none"> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence 	<ul style="list-style-type: none"> What historians consider to be significant is different to different people at different places and times We, as historians, can recognise reasons for why we are studying something in a particular place or time
Historical Change & Continuity 	<ul style="list-style-type: none"> Historians can describe changes that have happened over time Some changes happen more quickly than others. The world is changing more quickly in more recent history 	<ul style="list-style-type: none"> Historians describe how changes affect people's lives 	<ul style="list-style-type: none"> The impact of larger-scale changes can be seen in [my local area] 		<ul style="list-style-type: none"> Changes do not follow one trajectory Changes do not always mean progress Changes can take place gradually (evolution) or very rapidly and completely (revolution) 	<ul style="list-style-type: none"> Historians can identify and analyse examples of resistance to change Historians' understanding of how and why changes took place develops over time
Historical Similarity & Difference 	<ul style="list-style-type: none"> Historians study the way things were different in the past 	<ul style="list-style-type: none"> Similarities and differences exist between two individuals who lived in the past 	<ul style="list-style-type: none"> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences 	<ul style="list-style-type: none"> Historians can consider the similarities and differences between people in two historical civilisations 	<ul style="list-style-type: none"> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality or other characteristics 	
Historical Evidence 	<ul style="list-style-type: none"> History is the study of humans who lived in the past Historians learn about the past by interpreting sources Sources can be written, video/audio, images, artefacts or oral history 	<ul style="list-style-type: none"> Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources 	<ul style="list-style-type: none"> Archaeology is the branch of history that deals with remains of human life Archaeologists study artefacts, ecofacts and features There are limits to what historians can learn from any collection of sources Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose to analyse it critically 	<ul style="list-style-type: none"> Local history archives can be an invaluable source of information for historians Political maps have changed over time 	<ul style="list-style-type: none"> Historians cross-reference sources in order to build confidence 	<ul style="list-style-type: none"> Archaeologists follow a similar process to scientists: Planning; Measure & Observe; Record & Present; Analyse & Evaluate
Chronology 	<ul style="list-style-type: none"> Decide whether a source shows life in the past or life in the present Place events in pupils' days in order State whether a source shows life in a more or less recent time than another Recognise historical periods or events using arrows on a blank timeline 	<ul style="list-style-type: none"> Place a small selection of sources in order, from most to least recent 	<ul style="list-style-type: none"> Use vocabulary like decade and century 	<ul style="list-style-type: none"> Describe historical periods using dates (AD only) and as a given number of years ago Place dates (AD only) on a timeline Convert between a year and a century 	<ul style="list-style-type: none"> Recognise and use AD/BC and CE/BCE accurately Use vocabulary like decade, century and millennium 	<ul style="list-style-type: none"> Use key dates to compare the timing of two events, considering how closely together or far apart they occurred



Overview Document

HISTORY OVERVIEW

	Autumn 1	Spring 1	Summer 1
Pre-School	<p>Understanding the World Marvelous Me & Look at Me</p> <p>Talking about family members and family routines, and exploring how children have changed since they were babies</p>	<p>Understanding the World On the move</p> <p>Exploring occupations related to transport On the farm</p>	<p>Understanding the World On the move</p> <p>Exploring occupations related to farming</p>
EYFS	<p>Understanding the World Me and my world My heroes</p> <p>Talking about different family members and their roles in more depth Comparing heroic characters from the past and present</p>	<p>Understanding the World Castles, knights and dragons</p> <p>Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens</p>	<p>Understanding the World Where we live</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>
Year 1	<p>Changes in Living memory My family history</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p>	<p>Lives of significant individuals History of transport</p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>	<p>Events beyond living memory Homes through time</p> <p>How homes looked different in the past, using pictures and videos</p>
Year 2	<p>Significant historical events, people and places in their own locality Local history</p> <p>Using primary and secondary sources to learn how our local community has changed over time. (Spalding Flower Parade)</p>	<p>Events beyond living memory Great Fire of London</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p>Lives of significant individuals Explorers</p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age European history: Prehistoric Britain</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p>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 African history: Ancient Egypt</p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world European history: Ancient Greece</p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>
Year 4	<p>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. North American history: Ancient Maya</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p>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. Asian history: Early Islamic Civilisation</p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p>	<p>A local history study European history: Local History</p> <p>Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our community?</p>
Year 5	<p>The Roman Empire and its impact on Britain European history: Ancient Rome</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p>The Roman Empire and its impact on Britain European history: Roman Empire in Britain</p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>	<p>Global history: Quest for knowledge</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>
Year 6	<p>Britain's settlement by Anglo-Saxons and Scots European history: Anglo-Saxons</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor European history: Viking age</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Global history: Power, empire and democracy</p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>