

## Subject Statement

### Intent

Our history curriculum supports children to be knowledgeable learners, confident communicators, and active citizens. It aims to broaden children's horizons and help them develop key skills and knowledge that are both at the heart of being a historian and also becoming active and informed citizens in society and the world.

### Knowledgeable learners

- The history curriculum has historical skills and factual knowledge at its core.
- It reflects the aims and content of the National Curriculum, at each key stage. This begins in the Early Years with the 'Understanding the World' strand of the EYFS framework.
- Historical concepts such as civilisation, continuity and change, and significance underpin the curriculum and act as a thread throughout individual units of work. These are built up from the Early Years, where children learn about concepts such as 'then' and 'now', through to KS2, with previous understanding being built upon and developed at each stage.
- Children acquire key knowledge about a range of historical periods. We want them to be able to recall this knowledge in order to show understanding of key features of a particular period, while making connections and comparisons between periods of history.
- Children should build on key skills throughout their time at school, such as asking questions, using evidence to answer questions, and draw conclusions from primary and secondary source material. They should have an understanding of how historians know about and debate the past.

### Confident communicators

- Our history curriculum will aim to empower children to use language as a tool to communicate their learning, through using sequential language and subject specific vocabulary.
- The history curriculum develops pupils' capacity to enquire by asking and answering questions, to communicate and debate facts and opinion, and to relay knowledge in a clear and concise manner. It also supports children to develop their critical thinking skills, justifications for their opinions and explain why they have formed a certain opinion.
- We ensure pupils learn and retain subject specific vocabulary, and use it correctly in context, supporting them to have a clear understanding of abstract terms. Presentational oracy skills will be developed to help children share their knowledge.

### Active citizens

- Children's historical learning is deeply contextualised within their world understanding and connections are made on a local to global level, helping to instil a sense of ownership and curiosity about the world.
- The children's critical thinking and sense of agency is developed through different topics as the children are encouraged to use their skills, knowledge and understanding to challenge established narratives in our globalised society.
- We work on embedding a curriculum that promotes diversity, equality (including intersectionality) and justice is at the heart of achieving these aims. Our children should see themselves mirrored in our curriculum. For example, Year 1 learn about Mansa Musa and Rani of Jhansi when learning about monarchy, Year 6 learn about the role of Commonwealth soldiers in World War I.

## Implementation

- The curriculum provides a clear progression model, supporting the layering of new knowledge and skills on secure foundations which are recapped constantly.
- Teachers plan using a skills progression document that links previous and future learning.
- Learning journeys show clear progression within each unit of work. Units of work are also supported by Knowledge Mats, Knowledge Quarters and the Brecknock Timeline. The learning environment supports this; these resources are visible in every classroom and used to pre-teach, build on and re-cap previous learning. The Brecknock Timeline, first introduced in Early Years, ensures children are constantly exposed to previous knowledge and can connect new learning to topics previously covered.
- All children can access the curriculum, including those who have SEND, through carefully adapted lessons and appropriate support.
- In Early Years, children make connections between features of their own families and those of their peers. They explore concepts around their own life stories and their family's history, making links between familiar situations from the past and use stories to make them come alive.
- In KS1, children start to learn more about different time periods, starting with changes in living memory, using the language of time passing.
- At KS2, the curriculum is broadly chronological, encompassing local, British and global themes.
- A range of oracy and recall strategies are employed within units of work and individual lessons to help children retain key facts and knowledge about certain periods of time. Lessons recap prior learning and aim to incorporate learning for memory and strategies to build fluency.
- Home learning supports the reinforcement and re-learning approach, building on and harnessing the power of technology. Termly and weekly quizzes are given to children to encourage the fluent retrieval of key facts.
- Each year group has objectives embedded within the five key areas of historical knowledge and understanding;





# BPS History Progression Document 2022-2023



- chronological understanding,
  - knowledge and understanding,
  - historical interpretation,
  - historical enquiry
  - organisation and communication.
- A combination of direct instruction, collaborative enquiry and planned opportunities to practice and over-learn ensures understanding and progress in learning.
  - The skills needed for successful group discussion, formal debate, and presentational speech making are explicitly taught through our history curriculum.
  - Explicit vocabulary teaching is included in the delivery of our curriculum and is carefully planned.
  - Teachers have high expectations of all pupils, all of whom are expected to be active contributors in lessons.
  - In order to ensure our curriculum is current, relevant and inspiring, we enrich learning through varied resources and reciprocal partnerships with a range of educators and expert organisations. For example, work with The Black Curriculum looked at unconscious bias and how we can ensure non-eurocentric perspectives are being incorporated into our curriculum.
  - Children have access to an extensive enrichment offer in history, from trips to visitors, to enrichment days and week, such as our Black History Season and Ada Lovelace Day.

## Impact

We measure the impact of our history curriculum in various ways.








- Pupils should be able to recall key facts and information, use subject specific vocabulary and use their historical skills. We look at children’s ability to talk confidently about their learning, recalling key facts and concepts. This may be through pupil voice conferences, or through teachers’ formative assessment of pupil talk in class.
- Monitoring processes, such as book looks, track the progression of children using their historical skills and practising the recall of key knowledge.
- Planning audits are used to support teachers in delivering high quality lessons.
- Pre and post assessment tasks are planned for each history unit.
- Low stakes quizzes are used, such as those used to recap previous learning at the start of lessons, or those used as part of home learning.
- Formative teacher assessment and marking takes place in an individual lesson basis and can be given verbally.









Content of the National Curriculum	<p>‘guide children to make sense of their physical world and their community’</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p>	<p>demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>show where the people and events they study fit within a broad chronological framework</p> <p>identify similarities and differences between ways of life in different periods including their own lives</p> <p>use a wide vocabulary of everyday historical terms</p> <p>ask and answer questions, choosing and using parts of stories and other sources to show that</p>	<p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<div>Begin to make sense of their own life-story and family's history</div> <div>They will be talking about photos and memories, how they and their family members have changed</div> <div>They will attempt to retell what their parents told them about their life story and family.</div>	<div>Children will continue to take on an occupation for a purpose and identify what that role entails</div> <div>Children will discuss how areas have changed from when older family members were young to now (e.g. roads, new houses etc)</div> <div>Children will continue to talk about how some people in the past have shaped today</div> <div>Children will talk in the correct tense</div> <div>Children will use the vocabulary - 'past', 'present', 'future'</div>	<div>Understand the difference between things that happened in the past and the present.</div> <div>Describe things that happened to themselves and other people in the past.</div> <div>Order a set of events or objects</div> <div>Use a timeline to place important events.</div> <div>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</div>	<div>Understand and use the words past and present when telling others about an event.</div> <div>Recount changes in my own life over time.</div> <div>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</div> <div>Use a timeline to place important events</div>	<div>Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era)</div> <div>Use a timeline to place historical events in chronological order</div> <div>Describe dates of and order significant events from the period studied.</div> <div>Understand how some historical events occurred concurrently in different locations</div>	<div>Order significant events and dates on a timeline</div> <div>Describe the main changes in a period in history</div> <div>Understand how some historical events occurred concurrently in different locations</div>	<div>Order significant events, movements and dates on a timeline.</div> <div>Understand how some historical events occurred concurrently in different locations</div>	<div>Identify and compare changes within and across different periods.</div> <div>Understand how some historical events occurred concurrently in different locations</div>

<p>Knowledge and Understanding</p>	<p>Talk about own immediate family</p> <p>Gaining an understanding about the passing of time (e.g. within the school day)</p> <p>To know that there are consequences to my own behaviour</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To know some similarities and differences between the past and now e.g.</p> <p>To talk about how my own behaviour and know how this impacts on others</p>	<p>Recall some facts about people/events before living memory</p> <p>Say why people may have acted the way they did.</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past</p> <p>Recount the main events from a significant event in history.</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Choose reliable sources of information to find out about the past</p> <p>Give own reasons why changes may have occurred, backed up by evidence</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Give reasons why changes may have occurred, backed up by evidence.</p>
<p>Historical Interpretation</p>	<p>To make sense of my own life story and family's history through photographs, stories and role play.</p> <p>To identify some similarities and differences between their own family and others.</p>	<p>Begin to identify ways in which the past is represented through artefacts, photographs and stories.</p> <p>To identify some similarities/differences between ways of life at different times. E.g. changes in telephones</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p>	<p>Explore the idea that there are different accounts of history.</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>

Historical Enquiry	<p>Use all their senses in hands-on exploration of natural materials</p> <p>To ask questions about their own immediate community and environment to extend knowledge.</p> <p>To begin to understand 'how' and 'why' questions.</p> <p>To use artefacts in play and begin to understand that some are old and some are new e.g. cameras.</p>	<p>To know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle.</p> <p>To be able to answer 'how' and 'why' questions</p> <p>I can ask simple questions about artefacts</p>	<p>Identify different ways in which the past is represented</p> <p>Explore events, look at pictures and ask questions "Which things are old and which are new?" or "What were people doing?"</p> <p>Look at objects from the past and ask questions "What were they used for?" and try to answer.</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer</p>	<p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>
Organisation and Communication	<p>Talk about what they see, using a wide vocabulary</p> <p>Children will share information about their own family,</p> <p>They will be asking/answering questions or making comments</p> <p>To remember and talk about significant events in my own life e.g. birthday.</p>	<p>Children will talk about and compare life in different countries</p> <p>To talk about how the lives of my parents/grandparents were different than today.</p> <p>To know that events of the past have impacted celebrations and events today e.g. Christmas</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Use subject specific vocabulary</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Use subject specific vocabulary</p>	<p>Plan and present a self-directed project or research about the studied period.</p>	<p>Plan and present a self-directed project or research about the studied period.</p>

<p>AUTUMN 1</p>	<p>Kentish Town Heroes</p> <p>Who am I?</p>  <p><u>Past and Present</u></p> <p>Begin to make sense of their own life-story and family's history</p> <p>Developing positive attitudes about the differences between people</p> <p><u>People, Culture and Communities:</u> Continue developing positive attitudes about the differences between people</p>	<p>Kentish Town Heroes</p> <p>Who helps us in school?</p>  <p><u>Past and Present</u></p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p><u>People, Culture and Communities:</u> Continue developing positive attitudes about the differences between people</p>	<p>Kentish Town High Street (History &amp; Geography)</p>  <p><u>Curriculum Reference:</u></p> <p>Changes within living memory</p> <p><u>Concept</u></p> <p>understand historical concepts such as continuity and change</p> <p><u>Example Objectives</u></p> <p>To sequence events and recount changes within living memory</p> <p>To ask and answer relevant basic questions about the past</p> <p>To place known events in the order of when they happened</p> <p>To use common words and phrases relating to the passing of time</p> <p>To sort historical objects from 'then' and 'now'</p> <p>To relate my own account of an event and understand that others may give a different version</p>	<p>Great Fire of London 1666 (History)</p>  <p><u>Curriculum Reference:</u></p> <p>Events beyond living memory that are significant nationally</p> <p><u>Concept</u></p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p><u>Example Objectives</u></p> <p>To describe where people and events fit within a timeline</p> <p>To use a wide vocabulary of everyday historical terms</p> <p>To identify and describe similarities and differences between ways of life in different periods using common words and phrases relating to the passing of time</p> <p>To describe events beyond living memory that are significant nationally or globally</p>	<p>Prehistoric Britain Stone Age to the Iron Age. 2500BC - AD 42 (History)</p>  <p><u>Curriculum Reference:</u></p> <p>Changes in Britain from the Stone Age to the Iron Age 2500BC - AD 42</p> <p><u>Concept</u></p> <p>understand historical concepts such as continuity and change</p> <p>understand historical concepts such as cause and consequence</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Understand the connections between short- and long-term timescales.</p> <p><u>Example Objectives</u></p> <p>To describe where people and events fit within a timeline</p> <p>To begin to suggest causes and consequences of main events and changes.</p> <p>To demonstrate that I understand about the changes in Britain that</p>	<p>Ancient Egypt c.330 BC</p>  <p><u>Curriculum Reference:</u></p> <p>The achievements of the earliest civilizations- Egypt</p> <p><u>Concept</u></p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>know and understand significant aspects of the history of the wider world</p> <p>the nature of ancient civilisations</p> <p><u>Example Objectives</u></p> <p>To demonstrate that I understand about life in Ancient Egypt</p> <p>To begin to suggest causes and consequences of main events and changes.</p> <p>To demonstrate that I understand the achievements of Ancient Egypt and their influence on the western world</p>	<p>Britain's settlement by the Anglo Saxons and Scots 400-789 (History and Geography)</p>  <p><u>Curriculum Reference:</u></p> <p>Britain's settlement by the Anglo Saxons and Scots 400-789</p> <p><u>Concept</u></p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>understand historical concepts such as cause and consequence</p> <p><u>Example Objectives</u></p> <p>To demonstrate that I understand about the history of Britain's settlement by Anglo-Saxons and Scots</p> <p>To describe where people and events fit within a timeline (Chronology)</p> <p>To use dates and historical terms to describe past events, people and developments</p> <p>To describe similarities and differences between periods, making links and comparisons and suggesting short and long-term causes and consequences of main events and changes.</p>	<p>First World War 1914-1918 CE Significant Local, National and International History</p>  <p><u>Curriculum Reference:</u></p> <p>Study of an aspect of British history beyond 1066 -turning point in British history</p> <p><u>Concept</u></p> <p>know and understand significant aspects of the history of the wider world</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p><u>Example Objectives</u></p> <p>To demonstrate that I understand an aspect or theme in British history beyond 1066 WW1</p> <p>To identify contrasts, connections and trends within and across periods of history</p> <p>To describe where people and events fit</p>
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					<p>happened between the Stone Age to the Iron Age</p> <p>To use a wide vocabulary of historical terms</p> <p>To identify different ways the past is represented</p> <p>To describe some of the different technological, scientific, cultural and aesthetic achievements from the past</p> <p>To describe similarities and differences between periods, making links and comparisons.</p>	<p>To describe some of the social, political, religious and economic</p> <p>To describe where people and events fit within a timeline (Chronology)</p> <p>To use a wide vocabulary of historical terms</p> <p>To identify different ways the past is represented</p> <p>To describe some of the different technological, scientific, cultural and aesthetic achievements from the past</p>	<p>To identify different ways the past is represented and constructed from a range of sources</p> <p>To use different sources of information to investigate the past and use relevant information to support my findings</p> <p>To describe some of the social, political, religious and economic developments of the past</p>	<p>within a timeline (Chronology)</p> <p>To use dates and historical terms to describe and record past events, people and developments</p> <p>To different sources of information to investigate the past and use relevant information to support my findings</p> <p>To give some reasons for the different ways the past is represented and interpreted and I understand it is constructed from a range of sources</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTUMN 2	<p>Kentish Town Heroes</p> <p>Who helps us at home? &amp; Celebrations and Festivals</p>  <p><u>Past and Present</u></p> <p>Comment on images of familiar situations in the past</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Kentish Town Community</p> <p>Heroes Who Help Us in the Community</p> <p>Celebrations and Festivals</p>  <p><u>Past and Present</u></p> <p>Comment on images of familiar situations in the past</p> <p>People, Culture and Communities:</p> <p>Continue developing positive attitudes</p>	<p>Explorers</p> <p>Historically Significant events, individuals and places</p> <p>Continents and Oceans (Geography)</p>  <p><u>Curriculum Reference:</u></p> <p>Lives of significant Individuals internationally in the past contributed to</p>	<p>United Islands</p> <p>Geographical study of the UK and local area fieldwork</p>  <p><u>Curriculum Reference:</u></p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>how people's lives have shaped this nation and how Britain has influenced and been</p>	<p>Rainforests- South America</p>  <p><u>Historical Concept</u></p> <p>gain historical perspective by placing their growing knowledge into different contexts- between cultural, economic, military, political, religious and social history</p> <p><u>Context</u></p> <p>Historical and 'global learning' perspectives- history of rainforest communities and they are</p>	<p>The Roman Empire and its impact on Britain C AD 42 - AD 410 (History and Geography)</p>  <p><u>Curriculum Reference:</u></p> <p>The Roman Empire and its impact on Britain C AD 42 - AD 410</p> <p><u>Concept</u></p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>Viking &amp; Anglo-Saxon struggle for England to time of Edward the Confessor 789 -1066 (History)</p>  <p><u>Curriculum Reference:</u></p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Concept</u></p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>Tea, Sugar and Spice Historical and Geographical Colonial Legacy Tea and Sugar</p> <p>Expansion and Dissolution of Empires</p>  <p><u>Curriculum Reference:</u></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Concept</u></p>

	<p><u>People, Culture and Communities:</u> Show interest in different occupations</p> <p>Continue noticing about the differences between people</p>	<p>about the differences between people.</p> <p>Name and describe people who are familiar to them.</p> <p>Begin to comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p>	<p>national and international events:</p> <p><u>Concept</u></p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p><u>Example Objectives</u></p> <p>To sequence events and recount changes within living memory (chronology)</p> <p>To understand key features of events</p> <p>To talk, draw or write about aspects of the past</p>	<p>influenced by the wider world</p>	<p>being challenged and eradicated over time. Possible look at past and present indigenous communities- how they have changed and adapted over time.</p>	<p>know and understand significant aspects of the history of the wider world</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p><u>Example Objectives</u></p> <p>To demonstrate that I understand about the history of the Roman Empire and its impact on Britain</p> <p>To begin to suggest causes and consequences of main events and changes.</p> <p>To describe similarities and differences between periods, making links and comparisons.</p> <p>To describe some of the social, political, religious and economic</p> <p>To identify different ways the past is represented</p> <p>To describe where people and events fit within a timeline (Chronology)</p> <p>To use a wide vocabulary of historical terms</p>	<p>understand historical concepts such as cause and consequence</p> <p><u>Example Objectives</u></p> <p>To demonstrate that I understand the history of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>To describe similarities and differences between periods, making links and comparisons and suggesting short and long-term causes and consequences of main events and changes.</p> <p>To describe where people and events fit within a timeline (Chronology)</p> <p>To use dates and historical terms to describe past events, people and developments</p> <p>To identify and describe some different ways in which the past has been interpreted</p>	<p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>the expansion and dissolution of empires</p> <p>discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>understand historical concepts such as cause and consequence</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p><u>Example Objectives</u></p> <p>To give some reasons for the different ways the past is represented and interpreted and I understand it is constructed from a range of sources</p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>To use dates and historical terms to describe and record past events, people and developments</p> <p>To describe some of the social, political, religious</p>
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						<p>To use a range of sources of information to find answers to questions about the past, selecting relevant information to support my findings</p> <p>To describe some of the different technological, scientific, cultural and aesthetic achievements from the past</p>		<p>and economic developments of the past</p> <p>To identify contrasts, connections and trends within and across periods of history</p> <p>To describe similarities and differences between periods, making links and comparisons and suggesting short and long-term causes and consequences of main events and changes.</p> <p>discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Understand the connections between local, regional, national and international history</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

SPRING 1

Once upon a time



Past and Present

People, Culture and Communities:

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Continue developing positive attitudes about the differences between people

Notice differences between people.

The Natural World:

Twisted Tales- traditional and fairy stories through The Jolly Postman



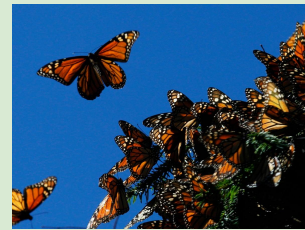
Past and Present

People, Culture and Communities:  
Recognise some similarities and differences between life in this country and life in other countries

Compare and contrast characters from stories, including figures from the past

The Natural World:

Migration  
(Geography)



Curriculum Reference:

Know and understand significant aspects of the history of the wider world

Example Objectives

To relate my own account of an event and understand that others may give a different version

Harriet Tubman



Curriculum Reference:

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

Concept

How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Know and understand significant aspects of the history of the wider world

Characteristic features of past non-European societies

Example Objectives

To identify and describe similarities and differences between ways of life in different periods

Look at evidence to give and explain reasons why people in the past may have acted in the way they did.

Going Underground in Camden  
(History and Geography)



Curriculum Reference:

Local area study: Transport focus

Concept

How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Understand historical concepts such as continuity and change

Example Objectives

To describe significant historical events, people and places locally (development of transport)

To describe some of the different technological, scientific, cultural and aesthetic achievements from the past

To describe some of the social, political, religious and economic developments of the past

Migration  
(Geography)



Curriculum Reference:

Changes over time

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day

How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Concept

Know and understand significant aspects of the history of the wider world

understand historical concepts such as continuity and change

understand historical concepts such as cause and consequence

discern how and why contrasting arguments and interpretations of the past have been constructed

Example Objectives

Spring 1  
Ancient Greece  
c.330 BC  
(History)



Curriculum Reference:

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

Concept

How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Know and understand significant aspects of the history of the wider world

The nature of ancient civilisations

Example Objectives

To demonstrate that I understand about life in Ancient Greece

To begin to suggest causes and consequences of main events and changes.

To demonstrate that I understand the achievements of Ancient Greece and their influence on the western world

To describe some of the social, political, religious and economic

NW1  
Local Area Geographical  
and Historical Study



Curriculum Reference:

A Local Area History Study

Concept

understand historical concepts such as continuity and change

Example Objectives

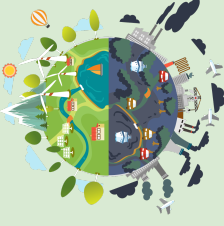







To demonstrate that I understand an aspect of local history

To use dates and historical terms to describe and record past events, people and developments

To different sources of information to investigate the past and use relevant information to support my findings

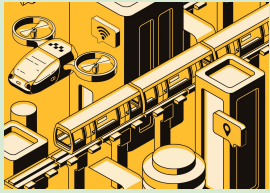
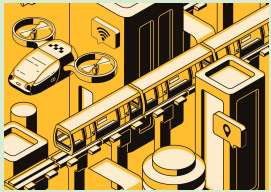






To describe similarities and differences between periods, making links and comparisons and suggesting short and long-term causes and consequences of main events and changes.

				<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events</p> <p>To understand how to put people and events in chronological order of when they happened within a timeline</p> <p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p>		<p>To describe some of the social, political, religious and economic</p> <p>To begin to suggest causes and consequences of main events and changes.</p> <p>To demonstrate that I know about changes in London (locally) and Britain (nationally) ie. The Windrush</p> <p>To describe where people and events fit within a timeline (Chronology)</p> <p>To use a range of sources of information to find answers to questions about the past, selecting relevant information to support my findings</p> <p>understand historical concepts such as continuity and change</p> <p>gain historical perspective by placing their growing knowledge into different contexts</p> <p>Understand the connections between local, regional, national and international history</p>	<p>To describe where people and events fit within a timeline (Chronology)</p> <p>To use a wide vocabulary of historical terms</p> <p>To identify different ways the past is represented</p> <p>To describe some of the different technological, scientific, cultural and aesthetic achievements from the past</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>	
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SPRING 2	<p>Our Earth - Mighty Minibeasts</p> <p>Animals and Habitats</p> 	<p>Our Earth - Curious Creatures through the</p> <p>Animals and habitats</p> <p>Just So Stories</p>  <p><u>Past and Present</u></p> <p>Comment on images of familiar situations in the past</p> <p><u>People, Culture and Communities:</u></p> <p><u>The Natural World:</u> Explore the natural world around them</p>	<p>Monarchy (History)</p>  <p><u>Curriculum Reference:</u></p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>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 [Queen Elizabeth I Queen Victoria, Queen Elizabeth II]</p> <p>how people's lives have shaped this nation.</p> <p><u>Concept</u></p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>the expansion and dissolution of empires</p> <p><u>Example Objectives</u></p>	<p>Thomas Coram and the Foundling Museum (History)</p>  <p><u>Curriculum Reference:</u></p> <p>Significant historical event and people:</p> <p><u>Concept</u></p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>understand historical concepts such as cause and consequence</p> <p><u>Example Objectives</u></p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events</p> <p>To describe significant historical events, people and places locally</p> <p>To discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare</p>	<p>Tectonic Physical Geographical Study</p> <p>Locating World Countries</p> <p>Volcanoes and Earthquakes (Geography)</p>  <p><u>Curriculum Reference</u></p> <p>Sources to discover evidence- archaeological link</p> <p><u>Historical Concept</u></p> <p>understand historical concepts such as cause and consequence</p> <p><u>Example Objectives</u></p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. (lesson 3: LO: To understand how different sources provide evidence from the past.)</p> <p>Describe similarities and differences between people, events and artefacts studied.</p>	<p>Magna Carta &amp; The Changing Power of Monarchs (John, Anne, Vic) &amp; Constitutions of the world</p>  <p><u>Curriculum Reference:</u></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p><u>Concept</u></p> <p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>understand historical concepts such as continuity and change</p> <p>understand historical concepts such as cause and consequence</p> <p><u>Example Objectives</u></p>	<p>Rivers</p> <p>UK focused Geographical study</p>  <p>Locating British regions, counties and cities - Key geographical features (Geography)</p> <p><u>Curriculum Reference:</u></p> <p><u>Concept</u></p> <p>Understand historical concepts such as continuity and change</p> <p><u>Example Objectives</u></p> <p>To describe where people and events fit within a timeline (Chronology)</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>To describe some of the different technological, scientific, cultural and aesthetic achievements from the past</p>	<p>France (Geography)</p>  <p><u>Curriculum Reference:</u></p> <p>Know and understand significant aspects of the history of the wider world</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Know and understand the achievements and follies of mankind</p> <p><u>Concept</u></p> <p>Know and understand significant aspects of the history of the wider world</p> <p><u>Example Objectives</u></p> <p>To describe some of the social, political, religious and economic developments of the past</p>

			<p>To use common words and phrases relating to the passing of time</p> <p>To understand key features of events</p> <p>To sort historical objects from 'then' and 'now'</p> <p>To identify some similarities and differences between ways of life in different periods</p>	<p>aspects of life in different periods</p> <p>To identify and describe similarities and differences between ways of life in different periods using common words and phrases relating to the passing of time</p> <p>To speak about how I have found out about the past</p> <p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>To begin to suggest causes and consequences of main events and changes</p>	<p>To describe where people and events fit within a timeline (Chronology)</p> <p>To use a wide vocabulary of historical terms</p> <p>To describe some of the social, political, religious and economic developments of the past</p> <p>To use a range of sources of information to find answers to questions about the past, selecting relevant information to support my findings</p> <p>To identify different ways the past is represented</p> <p>To demonstrate that I know about changes in Britain (nationally) and the wider world</p>		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

## BPS History Progression Document 2022-2023

SUMMER 1	<p>Science-led topic Natural Environment STEAM</p>  <p>To identify some similarities and differences</p> <p>To ask questions about their own immediate community and environment to extend knowledge.</p> <p>To begin to understand 'how' and 'why' questions</p>	<p>Science-led topic Contrasting environments STEAM</p>  <p>Children will continue to talk about how some people in the past have shaped today</p> <p>Children will talk in the correct tense</p> <p>Children will use the vocabulary - 'past', 'present', 'future'</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>To know some similarities and differences between the past and now</p>	<p>Science-led topic Everyday materials Seasonal changes STEAM</p>  <p><u>Curriculum Reference</u></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Recount changes within living memory (chronology)</p> <p>The lives of significant individuals</p> <p>Order a set of events or objects</p>	<p>Blue Mountains and Camden UK and Jamaica Islands Comparative Geographical Study (Jamaica vs UK focus) (Geography)</p>  <p><u>Curriculum Reference:</u></p> <p>Significant historical events, people and places in their locality and abroad</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Changes within living Memory</p> <p><u>Concept</u></p> <p><u>Example Objectives</u></p> <p>To describe changes within living memory and aspects of change in national life</p> <p>To describe events beyond living memory that are significant nationally or globally</p>	<p>Science-led topic Forces &amp; Magnets STEAM</p>  <p><u>Concept</u></p> <p>How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p><u>Curriculum Reference</u></p> <p>To describe some of the different technological, scientific, cultural and aesthetic achievements from the past</p>	<p>Science-led topic Electricity STEAM</p>  <p><u>Concept</u></p> <p>How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Understand historical concepts such as continuity and change.</p> <p>To describe some of the different technological, scientific, cultural and aesthetic achievements from the past</p>	<p>Science-led topic Earth and Space STEAM</p>  <p><u>Concept</u></p> <p>How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Know and understand significant aspects of the history of the wider world; achievements and follies of mankind</p> <p>To describe some of the different technological, scientific, cultural and aesthetic achievements from the past</p>	<p>France Geographical European Country Study(Geography)</p>  <p><u>Curriculum Reference:</u></p> <p>Know and understand significant aspects of the history of the wider world</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Know and understand the achievements and follies of mankind</p> <p><u>Concept</u></p> <p>Know and understand significant aspects of the history of the wider world</p> <p>The expansion and dissolution of empires</p> <p><u>Example Objectives</u></p> <p>To describe some of the social, political, religious and economic developments of the past</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

SUMMER 2

Planting and Growing



to identify some similarities and differences

To ask questions about their own immediate community and environment to extend knowledge.

To begin to understand 'how' and 'why' questions

The Next Step-  
transitioning into year  
1  
+  
Our Bodies



Comment on images of familiar situations in the past.

Children will talk in the correct tense

Children will use the vocabulary - 'past', 'present', 'future'

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Castles - Powerful  
Homes of the Past  
Comparative Historical  
Study



Curriculum Reference:

know and understand significant aspects of the history of the wider world

understand historical concepts such as continuity and change

Understand the connections between local, regional, national and international history

Concept

characteristic features of past non-European societies

understand historical concepts such as continuity and change

Example Objectives

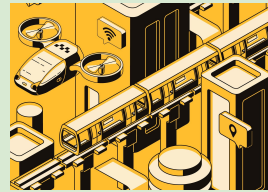
To find answers to some simple questions about the past from simple sources of information

To ask and answer relevant basic questions about the past

and international history

Concept

Science-led topic  
Uses of everyday  
materials  
STEAM



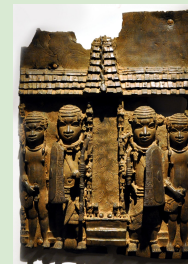
Curriculum Reference

Recount changes within living memory (chronology)

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

Describe objects, people or events in history.

Benin (West Africa) c. AD  
900-1300



Curriculum Reference:

Benin (West Africa) c. AD 900-1300

Concept

know and understand significant aspects of the history of the wider world

the nature of ancient civilisations

the expansion and dissolution of empires

characteristic features of past non-European societies

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims

Example Objectives

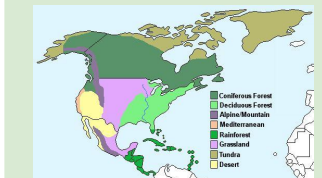
To describe where people and events fit within a timeline (Chronology)

To use a wide vocabulary of historical terms

To begin to suggest causes and consequences of main events and changes.

Hampstead Heath and  
North America

Geographical Study and comparison with the local area and key physical and human characteristics of North America



Curriculum Reference:

To demonstrate that I understand an aspect of local and international history

Concept

how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Example Objectives

Use evidence to show how the lives of rich and poor people from the past differed. (Dido Belle vs Gaucho/cowboys)

Ask questions and find answers about the past.

The Maya c. AD 900  
(History)



Curriculum Reference:

a non-European society that provides contrasts with British history  
Mayan civilization c. AD 900

Concept

know and understand significant aspects of the history of the wider world

the nature of ancient civilisations

characteristic features of past non-European societies

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims

Example Objectives

To demonstrate that I understand where and when the first/earliest civilisations appeared and about their achievements

To describe where people and events fit within a timeline (Chronology)

To identify contrasts, connections and trends within and across periods of history

To describe some of the different technological,

Science-led topic  
Future of Transport  
Electricity  
STEAM



Concept

How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

To describe some of the different technological, scientific, cultural and aesthetic achievements from the past



			<p>characteristic features of past non-European societies</p> <p>understand historical concepts such as continuity and change</p> <p><u>Example Objectives</u></p> <p>To find answers to some simple questions about the past from simple sources of information</p> <p>To ask and answer relevant basic questions about the past</p>		<p>To use a range of sources of information to find answers to questions about the past, selecting relevant information to support my findings</p> <p>To identify different ways the past is represented</p> <p>To describe some of the different technological, scientific, cultural and aesthetic achievements from the past</p>	<p><u>Context</u></p> <p>Explore the gaucho, the nomadic and colourful horseman and cowhand of the Argentine and Uruguayan Pampas (grasslands), who flourished from the mid-18th to the mid-19th century</p>	<p>scientific, cultural and aesthetic achievements from the past</p> <p>To describe some of the social, political, religious and economic developments of the past</p> <p>To use different sources of information to investigate the past and use relevant information to support my findings</p> <p>To identify and describe some different ways in which the past has been interpreted</p> <p>To use dates and historical terms to describe past events, people and developments</p> <p>To identify different ways the past is represented and constructed from a range of sources,</p>	
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