

Beamont Primary School History



Curriculum INTENT

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING



Beamont Primary School- **History** progression through EYFS UW- Past and Present/ The World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW-Past and Present

-Talk about the lives of the people around them & their roles in society

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

-Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- To be used daily.
Under review	<ul style="list-style-type: none"> Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Remembers & talks about significant times or events for family & friends Begin to make sense of own life-story & family's history 	<ul style="list-style-type: none"> Question why things happened & give explanations Understand why and how questions Asks who, what, when & how 	<ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time Bring in photographs, videos, visitor Preserve memories of special events e.g. make a book, video, photos 	<ul style="list-style-type: none"> Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world Share stories about people from the past who have an influence on the present 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because

Nursery Knowledge	Autumn 1 Colours and feelings	Autumn 2 Families and Celebrations	Spring 1 Journeys/Under the Sea	Spring 2 Growing and changing	Summer 1 Traditional Tales	Summer 2 Chester Zoo
Under review	<ul style="list-style-type: none"> Can describe special events such as a birthday/ day out/ first day at school by looking at images. To describe what is the same and what is different. 	<ul style="list-style-type: none"> Can name their own immediate family. Can talk about the events in the Christmas story. To describe what we 'remember'. 	<ul style="list-style-type: none"> Can talk about similarities and differences between different transport Can describe a memory-linked to photographs and special objects from a journey or adventure. 	<ul style="list-style-type: none"> Take images of growth and change and sequence events and retell what happened Can sequence the events in a story. 	<ul style="list-style-type: none"> Can make predictions about what might happen next Uses question words of 'who', 'why', 'where' and 'when'. Compare cooking- how has this changed? over time. 	<ul style="list-style-type: none"> What was the jungle like before poaching? How will poaching affect the number of animals in the wild in the future- Cause and effect.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.



Beamont Primary School- **History** progression through EYFS

UW- Past and Present/The World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW-Past and Present

-Talk about the lives of the people around them & their roles in society

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

-Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily
Reception Skills Under review	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events Compare & contrast characters from stories, including figures from the past Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Ask questions to find out more & to check understanding of what has been said Understands questions such as who, why, when, where & how Understands a range of complex sentence structures including tense markers Engage in non-fiction books 	<ul style="list-style-type: none"> Articulate ideas & thoughts in well-formed sentences Ask questions to find out more & to check understanding of what has been said 	<ul style="list-style-type: none"> Use talk to organise, sequence & clarify thinking, ideas, feelings & events 	<ul style="list-style-type: none"> Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

Reception Knowledge	Autumn 1 Families	Autumn 2 Celebrations	Spring 1 Under the Sea	Spring 2 Growing and changing	Summer 1 Fairy Tales	Summer 2 Chester Zoo
Under review	<ul style="list-style-type: none"> To describe special events that have happened in my life To describe special family members and why they are special To describe what is the same and what is different. 	<ul style="list-style-type: none"> Can explain why we remember the Soldiers on Remembrance Day. Can describe who 'Guy Fawkes' was and what he did. Can compare different celebrations and relate to family life. Can retell the Christmas story and how this has influenced us today. Can compare old and new toys. 	<ul style="list-style-type: none"> Can identify old and new homes and explain their features. Explore tools used for building and compare to today. Talk about memories in the past, black and white photographs and compare to today. What is special information. 	<ul style="list-style-type: none"> Can make predictions about what might happen next. Use non-fiction text to retrieve information. Use sources to find information 	<ul style="list-style-type: none"> Can describe a variety of fairy tale characters and the role they play and compare to fictional characters and real-life people today. Can compare a range of homes describing similarities and differences. To discuss the first moon landing- Neil Armstrong and Astronaut Tim Peake. 	<ul style="list-style-type: none"> To look at how Chester Zoo has developed over the years. What has changed? What has stayed the same? Who was George Mottershead and why was he important?

Significant person	Significant event	Significant places	Changes within living memory
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

Year 1: History skills progression
KS1: POS Chronological understanding

CORE VALUES:

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<ul style="list-style-type: none"> - 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 - Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> - Understand the difference between things that happened in the past and the present - Describe things that happened to themselves and other people in the past - Order a set of events or objects - Use a timeline to place important events - Use words and phrases such as <i>now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc</i>
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> - Recall some facts about people/ events beyond living memory - Say why people may have acted the way that they did 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> - Look at books, videos, photographs, pictures and artefacts to find out more about the past
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> - Identify different ways in which the past is represented - Explore events, look at pictures and ask questions such as ' which things are old and which are new' or 'what were people doing?' - Look at objects from the past and ask questions such as ' what were they used for?' and try to answer 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> - Sort events or objects into groups (past and present) - Use timelines to order events or objects - Tell stories about the past - Talk, write and draw things from the past

Year 1 – End points

<p>Changes within Living memory</p>	<ul style="list-style-type: none"> • Know living memory means people are alive today who can remember the changes/ event • Know that my family, the royal family, my school, my house and transport have changed over time • Know how maps can help us to see change over time • Know familiar changes and how that goes beyond their lived experience • Know how artefacts are used to support our understanding • Know what similarity and change is
<p>Great Fire of London Events beyond living memory</p>	<ul style="list-style-type: none"> • Know events can happen beyond living memory and understand this means nobody alive today can remember the event. • Know that the Great Fire of London had an impact nationally • Know events can happen beyond living memory • Know a King rules over a kingdom and England was ruled by a King at the time. • Know that a large section of London (a settlement) was destroyed by the fire • Know there were significant changes nationally after the event (town planning and fire service) • Know that Samuel Pepys was an eyewitness and his diary was historical source.

Year 2: History skills progression	
<p><u>KS1: POS</u></p> <ul style="list-style-type: none"> - 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 - Significant historical events, people and places in their own locality 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> - Understand and use the words past and present when telling other about an event - Recount changes in my own life over time - Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me - Use a timeline to place important events
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> - Use information to describe the past - Describe the differences between then and now - Look at evidence to give and explain reasons why people in the past may have acted in the way that they did - Recount the main events from a significant event in history 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> - Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> - Identify different ways in which the past is represented - Ask questions about the past - Use a wide range of information to answer questions 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> - Describe objects, people or events in history - Use timelines to order events or objects or place significant people - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT

Year 2 – End points

<p>Queen Elizabeth 11, Walter Tull, Edith Cavell & Brunel Life of Significant Individuals- national and international</p>	<ul style="list-style-type: none"> • Know living memory means people are alive today who can remember the changes/ event • Know events can happen beyond living memory and understand this means nobody alive today can remember the event. • Know that a significant person is someone we remember due to their achievements or way of life • Know that we can learn about people from beyond living memory by using a variety of sources • Know that significant people will have an impact on our lives today.
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<p>Walter Senior, Roy Chadwick, Battle of Warrington Bridge & Burtonwood Airbase Significant events, people and places in own locality</p>	<ul style="list-style-type: none"> • Know what the word significant means • Know how our local area has changed over time • Know the reasons why places have significance to our local area. • Know that people are significant based on their achievements • Know the historic meaning behind significant events
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Year 3: History skills progression	
<p>Y3: POS</p> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Use a timeline to place historical events in chronological order - Describe dates or and order significant events for the period studied
<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> - Use evidence to describe culture and leisure activities form the past - Use evidence to describe the clothes, ways of life and actions of people from the past - Use evidence to describe buildings and their uses of people from the past 	<p>Historical interpretation</p> <ul style="list-style-type: none"> - Explore the idea that there are different accounts of history
<p>Historical enquiry</p> <ul style="list-style-type: none"> - Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Ask questions and find out answers about the past - 	<p>Organisation and communication</p> <ul style="list-style-type: none"> - Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT

Year 3 – End points	
<p>Stone Age to Iron Age</p>	<ul style="list-style-type: none"> • Know that prehistory is the time before written records. • Know that the period of prehistoric Britain ends with the Roman invasion

<p>Changes in Britain from Stone Age to Iron Age</p>	<ul style="list-style-type: none"> • Know that there are different periods of time in prehistory Stone Age, Bronze age and Iron Age. • Know what primary and secondary sources are and know how we use artifacts to find out about the past. • Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers • Know historians think stone circles were built for religious purposes • Know in Iron Age people began to live in large tribal groups in hill forts led by warrior kings
<p>Ancient Sumer, The Indus Valley, Shang Dynasty, Ancient Egypt (Early Civilisations) The achievements of the earliest civilisations</p>	<ul style="list-style-type: none"> • Know ancient period came after prehistoric period • Know early civilizations formed when people began living together in larger organized settlements and can name 4 ancient civilisations- Indus Valley, Ancient Egypt, Ancient Sumer and the Shang Dynasty • Know all four civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport, • Know the invention of a writing script was significant as humans started to record how they lived. • Know the Egyptians believed in many gods and the afterlife • Know the Ancient Egyptians had social classes including the pharaoh, priests, farmers and slaves and only pharaohs and priests were mummified • Know how achievements have impacted life today.

<p>Year 4: History skills progression</p>	
<p><u>Y4: POS</u></p> <ul style="list-style-type: none"> - The Roman Empire and its impact on Britain - Ancient Greece- a study of Greek life and their achievements on the western world 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Order significant events ad dates onto a timeline - Describe the main changes in a period in history
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> - Use evidence to describe what was important to people from the past - Use evidence to show how the lives of rich and poor people from the past differed - Describe similarities and differences between people, events and artefacts studied - Describe how some of the things I have studied form the past affect/influence life today 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> - Look at different versions of the same events in history and identify differences - Know that people in the past represent events or ideas in a way that persuades others

<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> - Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Ask questions and find out answers about the past 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> - Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT
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Year 4 – End points

<p>Mayan Civilisation A non-European Society that provides contrast with British History</p>	<ul style="list-style-type: none"> • Know the Mayans were a civilisation who lived in an area known as Mesoamerican • Know the Mayans had many gods and believed in an afterlife • Know Mayan society was organised into city states (settlements) and each city was ruled by a different king or queen • Know there were many conflicts between the city states • Can make comparisons with other civilizations studied e.g settlements and religious beliefs. • Know the Mayan civilization began in the ancient period and ended in the early modern period due to invasion • Know historians use archaeology to interpret the past
<p>The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54BC 'Romanisation' of Britain</p>	<ul style="list-style-type: none"> • Know that the Iron Age ended with the arrival of the Romans in Britain • Know invasion happens over time and the Romans wanted to conquer Britain for its resources • Know Britain was a part of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders) • Know the Romans settled in many places including London, Chester and Warrington because of their location and these settlements continued to develop over time • Know the Romans had many gods and believed in an afterlife • Know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language • Know Roman Britain ended because of the fall of the Roman Empire and the arrival of other settlers – Angles, Saxon and Jutes

<p>Year 5: History skills progression</p>	
<p><u>Y5: POS</u></p> <ul style="list-style-type: none"> - The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor - 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. 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Order significant events ad dates onto a timeline - Describe the main changes in a period in history
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> - Choose reliable sources of information to find out about the past 	<p><u>Historical interpretation</u></p>

<ul style="list-style-type: none"> - Give own reasons why changes may have occurred, backed up by evidence - Describe similarities and differences between some people, events and artefacts studied - Describe how historical events studied affect/influence life today - Make links between some of the features of past civilisations (religion, houses, buildings, trade) 	<ul style="list-style-type: none"> - Understand that some evidence form the past is propaganda, opinion or misinformation and that this affects interpretations in history - Give reasons why there may be different accounts in history - Evaluate evidence to choose the more reliable forms
<p>Historical enquiry</p> <ul style="list-style-type: none"> - Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - Investigate own lines of enquiry by posing questions to answer 	<p>Organisation and communication</p> <ul style="list-style-type: none"> - Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT - Plan and present a self-directed project or research about the studied period

Year 5 – End points

<p>Ancient Greece A study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> • Know the Classical Golden Age of Ancient Greece came after the four earliest civilizations • Know early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs • Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta • Know the Ancient Greeks had many gods and built temples as places of worship • Know democracy originated from Ancient Greece and can make comparisons to modern democracy • Know democracy is significant as it shapes our lives today • Know the Olympic games were first held by Ancient Greeks to avoid conflict
<p>Vikings and Anglo Saxons Struggle for the kingdom of England to the time of Edward the Confessor</p>	<ul style="list-style-type: none"> • Know the Angles, Saxons and Jutes began to settle in Britain after the Romans had left. • Know The Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain. This was followed by a larger invasion. • Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place. • Children know there were many Anglo, Saxon and Viking kingdoms in Britain during this time. • Children can make comparisons between the Anglo- Saxon and Vikings (settlements, political systems, religion). • Know Alfred the Great (Saxon King of Wessex) was a significant person because he negotiated a peace treaty with the Vikings. • Know this period is significant because Kingdom of England was formed during this period • Children know this period ends with the Norman invasion.

Year 6: History skills progression

<p>Y6: POS</p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A Local History Study 	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Order events, movements and dates on a timeline - Identify and compare changes within and across different periods
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	<ul style="list-style-type: none"> - Understand how some historical events occurred concurrently in different locations
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> - Choose reliable sources of information to find out about the past - Give own reasons why changes may have occurred, backed up by evidence - Describe similarities and differences between some people, events and artefacts studied - Describe how historical events studied affect/influence life today - Make links between some of the features of past civilisations (religion, houses, buildings, trade) 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> - Evaluate evidence to choose the more reliable forms - Know that people both in the past and present day have a point of view and this can affect interpretation - Give clear reasons why there might be different accounts of history- linking this to factual understanding of the past
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> - Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - Investigate own lines of enquiry by posing questions to answer 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> - Communicate ideas form the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using ICT - Plan and present a self-directed projects or research about the studied period

Year 6 – End points

<p>Wars through time and the impact on the local area Looking at WW1 and WW2 and the impact on Britain and the local area</p>	<ul style="list-style-type: none"> • Know Britain has been involved in many wars since 1066 including WWI and WII • Know the assassination of Archduke Franz Ferdinand is significant because it is seen as was a catalyst for WWI. • Know Walter Tull is significant because he was the first British-born black army officer and the first black officer to lead British troops • Know leaders during WWII including Adolf Hitler was elected as the leader of Germany but he later became a dictator • Know that invasions are a struggle for power • Know that London, Liverpool and Warrington (settlements) were bombed during WWII
<p>Local history study Britain Beyond 1066- Oliver Cromwell</p>	<ul style="list-style-type: none"> • Know the different ways a country could be run: monarchy/ democracy/ dictatorship • Know Cromwell is a significant person nationally as he had an impact on the rule of law in Britain and dismantled the monarchy. • Know Cromwell ordered a death of a King and a temporary end to the monarchy • Know Warrington was a military headquarters in the North West during the English Civil War because it is the lowest crossing point on the River Mersey • Know there is a statue of Oliver Cromwell in Warrington to remember the events of the English Civil War in Warrington

- Know the Peace Centre was built to memory the victims of the 1993 bombing and to find peaceful solutions to conflicts