



# History: Key Knowledge and Skills Progression Overview

## History Curriculum Intent

In the realm of History at Marie Weller Primary School, our vision is to ignite a passion for the past and cultivate a deep understanding of the historical events, figures, and civilizations that have shaped our world. We strive to create an enriching and inclusive environment where children embark on a captivating journey, exploring diverse cultures, analysing significant events and developing critical thinking skills.

Through our carefully designed curriculum, we aim to inspire children to become curious historians, fostering their ability to inquire, investigate, and make connections across different historical periods. By studying primary and secondary sources, children will develop the skills to analyse and interpret evidence, cultivating a nuanced understanding of historical contexts and perspectives.

Our curriculum is rooted in collaboration and critical thinking, encouraging children to engage in respectful discussions, work together and formulate their own informed opinions. A cornerstone of our teaching approach is making history come alive by drawing on local and global resources, integrating unique experiences and perspectives to provide a comprehensive view of history. For instance, Marie Weller, a local suffragette, and our school's namesake, is a central figure in our curriculum. We use her life and actions as an example of individual agency and bravery, illustrating how pivotal personalities shape the larger historical context. Such personal narratives bring a human touch to abstract historical concepts, enriching the learning experience. Similarly, we leverage local resources like our partnership with the local Women's Institute, amongst others. This allows our students to explore a diverse range of historical viewpoints, fostering empathy, critical thinking, and a sense of connectedness with their local community. This multifaceted approach ensures that our students receive an all-encompassing education, equipping them with a broad knowledge base and key skills necessary for their future endeavours.

We seek to foster a sense of empathy and respect for diverse historical narratives, ensuring that children appreciate the complexities and impact of historical events on individuals and societies. Through engaging lessons and interactive activities, we encourage children to actively participate in historical inquiry, fostering their skills in asking probing questions, constructing arguments, and presenting their findings.

Through our comprehensive History program, we aim to empower children with a solid foundation of historical knowledge, analytical skills and a deep appreciation for the past. We believe that by understanding the lessons of history, children are equipped to navigate the present and shape a better future for themselves and the world around them.

## History Key Concepts

<b>Chronological understanding</b>	Understanding and using appropriate dates, vocabulary and conventions to describe historical periods and the passing of time Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies Building a chronological framework of periods and using this to place new knowledge in its historical context.
<b>Cultural, ethnic and religious diversity</b>	Understanding the diverse experiences and ideas, beliefs and attitudes of men, women, and children in past societies and how these have shaped the world.
<b>Change and continuity</b>	Identifying and explaining change and continuity within and across periods of history (what changed and what continued, what we might see as progress).
<b>Cause and consequence</b>	Analysing and explaining the reasons for, and results of, historical events, situations and changes.
<b>Significance</b>	Considering the significance of events, people and developments in the periods studied.
<b>Interpretation</b>	Understanding how historians and others form interpretations Understanding why historians and others have interpreted events, people, and situations in different ways through a range of media. Evaluating a range of interpretations of the past to assess their validity.

## History Key Skills

Historical enquiry	Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses. Reflect critically on historical questions or issues.
Using evidence	Identify, select, and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment. Evaluate the sources in order to reach reasoned conclusions.
Communicating about the past	Present and organise accounts and explanations about the past that are coherent, structured, and substantiated, using chronological representations and historical vocabulary. Communicate knowledge and understanding of history in a variety of ways using chronological conventions and historical vocabulary.

	1	2	3	4	5	6
Year R	Topics - <b>All About Me</b> , Seasons ( <b>Autumn</b> , <b>Winter</b> , <b>Spring</b> , <b>Summer</b> ), <b>William Shakespeare</b> , <b>Our Local Area (Brackley)</b> <b>Dinosaurs</b> , <b>Stephen Hawking and Space</b> , <b>Castles, Knights and Princesses</b> , <b>Transport</b> , <b>Toys</b> Ongoing – Time, Seasons, Old/New/Differences, Routine, Sequencing events, celebrations, past and present in their own lives and others’ lives, what we will do when we grow up, I can’t do it yet! Experiences – show and tell linked to topics, comparing old and new cars, space dome.					
Year 1		Changes within Living memory		Significant People - Walter Tull, Neil Armstrong, Tim Peake		Kings, Queens and Castles
Year 2	The Great Fire of London		Local Industries (Shoes and Boots)			Florence Nightingale, Mary Seacole & Edith Cavell
Year 3	Stone Age to Iron Age		Romans		Anglo Saxons	
Year 4	The Vikings		The Mayans		Medieval Monarchs	
Year 5		Ancient Egypt		Ancient Greece		Industrial Revolution
Year 6		WW1 and WW2 (Bletchley Park, Harkirat Singh – RE)		Leisure and Entertainment in the 20 <sup>th</sup> Century		

<b>Chronological Understanding</b>	<b>ELG – Past and Present</b> Talk about the lives of the people around them and their roles in society. <b>Know some similarities and differences between things in the past and now, drawing on their experiences</b> and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		(Stone Age to 1066) • <i>To include:</i> • <i>Stone age to Iron age</i> • <i>Romans</i> • <i>Anglo-Saxons</i> • <i>Vikings</i>		
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<p>1.R.1- Talk about members of their immediate family and community. (<b>All About Me, Brackley</b>)</p> <p>1.R.2- Comment on images of familiar situations in the past (<b>Transport, Toys</b>)</p> <p>1.R.3- Compare and contrast characters from stories, including figures from the past. (<b>Turrets and Tiaras, Dinosaurs, Steven Hawking &amp; Space</b>)</p> <p>1.R.4- Understand the effect of changing seasons on the natural world around them. (<b>Autumn, Spring, Summer, Winter</b>)</p>	<p>1.1.1- Know where people and events fit within a chronological framework. (<b>Walter Tull &amp; Kings and Queens</b>)</p> <p>1.1.2- Develop awareness of the past, using common words and phrases relating to the passing of time. (<b>Changes in living memory, Walter Tull and Kings and Queens</b>)</p> <p>1.1.3- Timelines (<b>Walter Tull and Kings and Queens</b>).</p>	<p>1.2.1- Know about an event or events that happened long ago, even before their grandparents were born (Florence Nightingale 1810 – 1920, <b>GFOL 1666</b>)</p> <p>1.2.2- <b>Know what we use today instead of a number of older given artefacts (GFOL 1666 comparing Fire Fighting equipment)</b></p> <p>1.2.3- <b>Evaluate sources of information. (Primary/secondary in GFOL Newspapers, Diaries, eyewitness account, paintings)</b></p> <p>1.2.4- <b>Know that children’s lives today are different to those of children a long time ago (Industrial Revolution 1760-1840) Northamptonshire shoe industry</b></p>	<p>1.3.1- <b>Understand the chronological order of Stone Age, Romans and Anglo-Saxons</b></p> <p>1.3.2- <b>Use a timeline to show when the Anglo-Saxons were in England</b></p>	<p>1.4.1- <b>Understand the place in time of the Vikings in relation to the Stone age, Romans, Anglo-Saxons, and Vikings</b></p> <p>1.4.2- <b>Know about the main events around the Viking/ Saxon conflict ending in the treaty between Alfred and Guthrum</b></p> <p>1.4.3- <b>To understand the place in time in which the Mayans existed in relation to Britain up to 1066.</b></p> <p>1.4.4- <b>Know the medieval monarchs from 1066 to Henry VII</b></p>	<p>1.5.1- Know where to place Ancient Civilisations with timeline learned so far - <b>Ancient Egypt: 3500BC-30BC</b> - <b>Ancient Greece: 3000BC – 146BC</b></p> <p>1.5.2- Know where to place events, people and inventions from the Industrial Revolution 1712-1901</p> <p>1.5.3- Know where to place historical events within Ancient Civilisations. (<b>Ancient Egypt</b>) (<b>Ancient Greece</b>)</p> <p>1.5.4- Know the timeline of rulers within specific dynasties within Ancient Civilisations (<b>Cross Curricular – English</b>) <b>Ancient Egypt - Thuthmose, Tutankhamun, Ptolemy, Cleopatra</b></p> <p>1.5.5- <b>Know the chronology of specific philosophers from Ancient Greece</b></p>	<p>1.6.1 <b>Know how to place historical events and people from the past societies and periods in a chronological framework</b></p> <ul style="list-style-type: none"> <li>- <b>Why did the First World War begin?</b></li> <li>- <b>To order events from early World War 2 on a timeline.</b></li> </ul>

						- Socrates, Plato, Aristotle	
<b>Knowledge and Understanding of Events, People and Changes in the Past</b>	<b>ELG – Past and Present</b> Talk about the lives of the 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.	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		the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  Ancient Greece – a study of Greek life and achievements and their influence on the western world  a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.			
	2.R.1- Talk about members of their immediate family and community. (All About Me, Brackley)  2.R.2- Recognise some similarities and differences between life in this country and life in other countries (Ongoing)  2.R.3- Recognise that people have different beliefs and celebrate special times in different ways. (Ongoing)  2.R.4 - Understand that some places are special to members of their community. (Ongoing)  2.R.5- Compare and contrast characters from stories, including figures from the past. (Turrets and Tiaras, Dinosaurs, Steven Hawking & Space)	2.1.1- Name a famous person of historical significance from the past and explain why they are famous to our local history and what impact this has made to our local cultural diversity.(Walter Tull)  2.1.2- Name a famous person of historical significance from the past and explain why they are famous (Richard III, Elizabeth I, Queen Victoria)  2.1.3- Know the main changes and continuity between their clothes, technology and transport between them, their parents, and their grandparents.  2.1.4- To make simple observations about different artefacts and changes over time.  2.1.5- Know what a number of older objects	2.2.1- Know about people of historical significance from outside the UK, different cultures and explain why they are famous/ important (Florence Nightingale, Mary Seacole – Jamaica -and Edith Cavell) Crimean War 1853-1856 Impact on Nursing.  2.2.2- Identify similarities and differences between ways of life in different periods. Occupations (fire fighters, shoemakers)  2.2.3- Recognise why people did things, why events happened and what happened as a result (Nursing, GfOL, Local Industry)	2.3.1- Know how Britain changed between the beginning of the stone age and the iron age  2.3.2- Use a timeline to show when the Anglo-Saxons came to Britain.  2.3.3 - Know the main differences/changes between the lifestyles of the stone, bronze and iron ages.  2.3.4 - Know the significance of Stone Age people being 'hunter-gatherers' to survive and avoid extinction of the human race.	2.4.1- Know where the Vikings originated from and show this on a map  2.4.2- Know the causes for the Vikings and Anglo-Saxons being often in conflict and the consequences of this.  2.4.3- Know why the Vikings frequently won battles with the Anglo-Saxons and the significance of this (Alfred and Guthrum signing a treaty).  2.4.4- Able to locate the Maya civilisation on a map  2.4.5- Know about the Mayan religion and what they believed in	2.5.1- Know about, and name, some of the advanced societies that were in the world around 3000 years ago -Ancient Egypt -Ancient Greece  2.5.2- Know about the key achievements and advancements of Ancient Egypt: - Settlements (The Nile) - Hierarchy in Society - Pyramids - Hieroglyphics - Mummification  2.5.3- Know about the key achievements and advancements of Ancient Greece: - Golden Age of Greece - Democracy - introduction and democracy today – people involved/age/etc - Architecture - Olympics - Conquest of Alexander the Great – attitude towards his people & power over people	2.6.1 Know about a theme (conflict) in British history which extends beyond 1066 and explain why this was important in relation to British history (links to Science Historical Figures - Mary Anning, Mary Leaky. Alfred Wallace and Charles Darwin). -Why were so many lives lost on the Western Front? -How did Hitler rise to power in the 1930's? -Explain when, where and why children were evacuated? (Links to English – Letters from the Lighthouse) -Compare and describe the details about the roles of women and men in World War 2. -Recall and report key facts about the events of the Holocaust.  2.6.2- Know how Britain has had a major influence on the world -Understand how and why cinema/football/people's lives in the 60's/holidays/television/technology changed over the 20 <sup>th</sup> century.
Including: Cultural, ethnic and religious diversity  Change and continuity							

<p>Cause and consequence</p> <p>Significance</p>	<p>2.R.5- Comment on images of familiar situations in the past. (Transport, Toys)</p> <p>2.R.6- Name and describe people who are familiar to them. (All About Me, Brackley, Steven Hawking &amp; Space,)</p> <p>2.R.7- Talk about members of their immediate family and community. (All About Me, Brackley)</p>	<p>were used for and the significance of their role in our objects today.</p> <p>2.1.6- Recognise and talk about who was important and the consequences of their actions that affect us today (Kings and Queens)</p>	<p>2.2.4- Links to all three topics (GFOL, Industrial revolution, Nursing)</p> <p>2.2.5- Recognise significant people (Samuel Pepys, Mary Seacole, Florence Nightingale, Edith Cavell)</p> <p>2.2.6 Recognise changes throughout history, focussing on local area &amp; equipment. (GFoL, Nursing, Industrial Revolution)</p> <p>2.2.7 Understand the changes made after significant events and how these have impacted on life today (GFoL, Nursing &amp; Industrial Revolution)</p>	<p>2.3.5- Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>2.3.6- Know how the Roman occupation of Britain changed and advanced British society.</p> <p>2.3.7- Know how there was resistance to the Roman occupation and know the significance of Boudicca.</p> <p>2.3.8 Understand the cultural, ethnic and religious differences between the Celts and the Romans.</p> <p>2.3.9 - Know the significance of at least one famous Roman emperor</p> <p>2.3.10- Know how Britain changed between the end of the Roman occupation and 1066.</p> <p>2.3.11- Know about how the Anglo-Saxons attempted to bring about law and order into the country.</p>	<p>2.4.6- Compare and contrast the cultural differences of the Mayan civilisations</p> <p>2.4.7- Have knowledge of the medieval monarchs and significant events, e.g., 1066, The Tudors, the reformation of the church</p> <p>2.4.8- To understand the similarities and differences between the Saxon and Viking gods.</p> <p>2.4.9- To look at the changes and continuity between significant figures in civilisations studied.</p>	<p>2.5.4- Know some of the main characteristics of the Athenians and the Spartans.</p> <p>2.5.5- Know about the influence the gods had on Ancient Greece and Ancient Egypt and make comparisons between the two.</p> <p>2.5.6- Know how living conditions changed during the Industrial Revolution and compare them to today.</p> <p>2.5.7- Know how working conditions changed during the Industrial Revolution and compare them to today.</p> <p>2.5.8- Know what inventions revolutionised the lives of British people.</p> <p>2.5.9- Know how political changes took place during the Industrial Revolution and compare them to today.</p> <p>2.5.10- To understand the cultural impact of the creation of democracy in Ancient Greece and contrast with Ancient Egypt</p> <p>2.5.11 - To look at and compare significant figures from ancient civilisations and understand their impact.</p>	
--	---	--	---	--	--	---	--

				<p>2.3.12- Know that during the Anglo-Saxon period Britain changed and was divided into many kingdoms.</p> <p>2.3.13- Know the significance that the way the kingdoms were divided led to the creation of some of our county boundaries today.</p> <p>2.3.14 - Know how the Anglo-Saxons brought about Christian conversion.</p> <p>2.3.15 - Understand the cultural, ethnic and religious differences between the Celts and the Romans.</p> <p>2.3.16 - Understand how Alfred the Great attempted to keep the Vikings out of Anglo-Saxon Britain.</p>			
<b>Historical Interpretation</b>	<p><b>ELG – Past and Present</b>  <b>Talk about the lives of the people around them and their roles in society.</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  <b>Understand the past</b></p>			<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>			

	<p><b>through settings, characters and events encountered in books read in class and storytelling.</b></p>	<p>3.1.1- Observe and use pictures, photographs and artefacts to find out about the past. (Changes in living memory, Walter Tull and Kings and Queens)</p> <p>3.1.2- Explain that there are different types of evidence and sources that can be used to help represent the past. (Changes in living memory, Walter Tull and Kings and Queens)</p>	<p>3.2.1- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (Primary/secondary sources and begin to discuss reliability.)</p> <p>3.2.2- Children can: A start to compare two versions of a past event; B observe and use pictures, photographs and artefacts to find out about the past; C start to use stories or accounts to distinguish between fact and fiction; D explain that there are different types of evidence and sources that can be used to help represent the past. (GFoL, Nursing, Local Industry)</p>	<p>3.3.1 - To consider the historical importance and reliability of Gildas' and Bede's writings.</p>	<p>3.4.1- Understand and discuss why some evidence is more reliable than others e.g., found settlements vs Viking Sagas (oral retelling)</p> <p>3.4.2- To understand the range of data sources used by historians, e.g., the doomsday book and the magna carta</p> <p>3.4.3- Interpret a given resource to justify whether Richard was or wasn't a good king</p>	<p>3.5.1- Understand the importance of the Rosetta Stone and how it was able to interpret hieroglyphics from a range of languages</p> <p>3.5.2- Interpret the past using a range of resources; - Howard Carter diary extracts and photos from the excavation (Cross Curricular – English) - Use paintings and photographs to interpret living conditions in the 1850s.</p> <p>3.5.3 Use recorded data to understand population changes during the Industrial Revolution</p> <p>3.5.4- Compare secondary sources to interpret information and draw conclusions about past events and important people in history</p>	<p>3.6.1- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> <li>- Understand how and why cinema/football/people's lives in the 60's/holidays/television/technology changed over the 20<sup>th</sup> century.</li> </ul> <p>3.6.2- Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>- How everyday lives were affected by food rationing.</li> </ul>
<p><b>Historical Enquiry</b></p>	<p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations</p>		<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>				



	when engaged in back-and-forth exchanges with their teacher and peers.						
	<p>4.R.1- Compare and contrast characters from stories, including figures from the past. (Turrets and Tiaras, Dinosaurs, Steven Hawking &amp; Space)</p> <p>4.R.2- Ask questions to find out more and to check they understand what has been said to them. (Ongoing)</p>	<p>4.1.1- Children will observe and handle evidence to ask and answer simple questions about the past (artefacts within Living memory) and (Warwick Castle visit)</p>	<p>4.2.1- Ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>4.2.2- Children can: observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. (GFoL, Nursing, Local Industry)</p>	<p>4.3.1 - Compare and contrast Roman and Anglo-Saxon Britain.</p>	<p>4.4.1- Has an understanding of Britain before the Viking raids and the impact Vikings had on Saxon Britain</p> <p>4.4.2- Can compare and contrast Saxon and Viking culture</p> <p>4.4.3- Understand Viking impact on British culture</p> <p>4.4.4- To use evidence to support arguments for an against e.g. 'Richard was a good king'</p>	<p>4.5.1- Understand similarities and differences between Ancient Egyptian, Ancient Greek and Roman gods</p> <p>4.5.2- Devise philosophical questions</p> <p>4.5.3- Address how living and working conditions changed during the Industrial Revolution and compare them to today.</p> <p>4.5.4- Devise questions for a child of the same age who lived during the industrial revolution.</p>	<p>4.6.1- How changes in 20<sup>th</sup> century technology affect our lives today.</p> <p>4.6.2- To use evidence to support arguments for cause and effect –</p> <ul style="list-style-type: none"> <li>- Was World War 2 inevitable? To what extent do you agree?</li> <li>- Was the treaty of Versailles fair?</li> </ul>
<b>Local History</b>	<b>ELG – Past and Present Talk about the lives of the people around them and their roles in society.</b> 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.	significant historical events, people and places in their own locality		a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.			
	<p>5.R.1- Understand that some places are special to members of their community. (Ongoing)</p> <p>5.R.2- Draw information from a simple map. (Brackley)</p>	<p>5.1.1- Know the name of a famous person, or a famous place, close to where they live (Walter Tull, Warwick Castle).</p>	<p>5.2.1- Know how the local area is different to the way it used to be a long time ago</p> <p>5.2.2- Differentiate between things that were here 100 years ago and things that</p>			<p>5.5.1- Know about a period of history that has strong connections to their locality: Victorian links to local area: Workhouse Canal system Rail station Charles Dickens Stage Coach</p>	<p>5.6.1- Know about a period of history that has strong connections to their locality and understand the issues associated with the period - Walter Tull, Marie Weller, Silverstone (reinforced in Spring 2 William Shakespeare Biographies – English)</p> <p>5.6.2- Know how the lives of wealthy people were different from the lives of poorer people</p>

	<p>5.R.3- Talk about members of their immediate family and community. (All About Me, Brackley)</p> <p>5.R.4- Name and describe people who are familiar to them. (All About Me, Brackley, Steven Hawking &amp; Space,)</p>		<p>were not (including buildings, tools, etc.) (GFOL – equipment, Nursing – equipment/hospitals, Local Industry – buildings)</p>				<p>during this time - Marie Weller, William Sponne, The Hesketh, Nicholas Hawksmoor</p>
--	---	--	--	--	--	--	---