

Anston Hillcrest Primary History Curriculum Progression

	FS	KS1	KS2	
		Continuous Provision KS1 KS1 Cycle1 Cycle 2	Continuous Provision KS2 Y3/Y4 Cycle1 Cycle 2	Continuous Provision KS2 Y5/Y6 Cycle1 Cycle 2
		Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Historical Study (HS)	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p>	<p>HS1. Describe historical events.</p> <p>HS2. Describe significant people from the past.</p> <p>HS3. Recognise that there are reasons why people in the past acted as they did.</p>	<p>HS1. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>HS2. Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>HS1. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>HS2. Describe the social, ethnic, cultural or religious diversity of past society.</p>
	<ol style="list-style-type: none"> 1. Talk about what happened yesterday, at the weekend, in the school holidays, on their last birthday, 2. Can talk about where things fit in relation to when they were born - Curiosity Cube - when is this object from - before I was born or after? 3. Talk about Mum and Dad / Grandma and Grandad when they were younger - e.g. when Mum and Dad got married, what Grandma and Grandad did as a job. 4. Begin to understand chronology of before and after they were born. 5. Talk about specific events in history e.g. the moon landing 	<p>HS1.1 Investigate changes within living memory.</p> <p>HS1.2 Study events beyond living memory that are significant nationally (The Great Fire of London 1666 / The Gunpowder Plot)</p> <p>HS2.1 Study the lives of significant individuals in the past who have contributed to national and international achievements. (adventures and breaking barriers - Shackleton / Amelia Earheart) (Altruistic - Florence Nightingale / Mary Seacole.</p> <p>HS3.1 Study significant historical events, people and places in their own locality.</p>	<p>HS1.1 Describe the characteristic features of Britain from the Stone Age to the Iron Age, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>HS1.2 Describe the characteristic features of The Roman Empire and its impact on Britain , including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>HS1.3 Describe the characteristic features of Britain's settlement by Anglo-Saxons and Scots including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>HS1.4 Describe the characteristic features of, The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>HS1.5 Describe the characteristic features of, the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. In-depth study of Ancient Egypt including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>HS2.1 Describe the social, ethnic, cultural or religious diversity of society in Britain from the Stone Age to the Iron Age</p> <p>HS2.2 Describe the social, ethnic, cultural or religious diversity of society during the Roman Empire and the impact it had on Britain.</p> <p>HS2.3 Describe the social, ethnic, cultural or religious diversity of society during the settlement of the Anglo-Saxons and Scots in Britain.</p> <p>HS2.4 Describe the social, ethnic, cultural or religious diversity of society during the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>HS2.5 Describe the social, ethnic, cultural or religious diversity of society during Ancient Egypt</p>	<p>HS1.1 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children during the time of the plague in Eyam (a local history study)</p> <p>HS1.2 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <p>HS1.3 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children in ancient Greece and how these achievements and influence have impacted on the western world.</p> <p>HS1.4 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children in the Mayan civilization c.AD 900 (a non-European society that provides contrasts with British history -Mayan civilization c. AD 900)</p> <p>HS2.1 Describe the social, ethnic, cultural or religious diversity of Eyam during the time of the plague.</p> <p>HS2.2 Describe the social, ethnic, cultural or religious diversity of a an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>HS2.3 Describe the social, ethnic, cultural or religious diversity of past society in Ancient Greece and their achievements and influence on the western world.</p> <p>HS2.4 Describe the social, ethnic, cultural or religious diversity the Mayan civilization c. AD 900 (a non-European society that provides contrasts with British history)</p>

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<p>Chronological Understanding (CU)</p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p>	<p>CU1.Pupils should know where the people and events they study fit within a chronological framework.</p> <p>CU2.Pupils should identify similarities and differences between ways of life in different periods.</p>	<p>CU1.Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>CU2.Pupils should show an understanding of the concept of nation and a nation's history</p>	
	<p>6. Talk about how they have changed - what they used to be able to do when they were a baby, what they can do now. What life was like before a sibling.</p> <p>7. Know that things were different when Grandma and Grandad were children - toys, transport, clothes. Sort objects into categories - now and in the past.</p> <p>8. Know what our school / village looked like in the past and how it is different to now.</p>	<p>CU1.1 Place events and artefacts in order on a time line.</p> <p>CU1.2 Label time lines with words or phrases such as: past, present, older and newer.</p> <p>CU1.3 Use dates where appropriate.</p> <p>CU2.1 Recount changes that have occurred in their own lives.</p>	<p>CU1.1 Place events, artefacts and historical figures on a time line using dates.</p> <p>CU1.2 Use dates and terms to describe events.</p> <p>CU1.3 Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>CU2.1 Children understand the concept of a nation and a nation's history.</p>	<p>CU1.1 Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>CU1.2 Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>CU1.3 Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>CU1.4 Use dates and terms accurately in describing events.</p> <p>CU2.1 Children understand the concept of a nation and a nation's history.</p>

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<p>Historical Enquiry: Investigate and Interpret the Past (HE)</p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p>	<p>HE1.Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>HE2.They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>HE1.They should regularly address and sometimes devise historically valid questions about continuity and change, cause and consequence, similarity, difference, and significance.</p> <p>HE2.They should construct informed responses involving thoughtful selection and organisation of relevant historical information.</p> <p>HE3.They should understand how our knowledge of the past is constructed from a range of sources.</p>	
	<p>9. Look at and hold objects from the past (use the term artefact) – e.g. old toys, forms of technology, transport. Use question words effectively to find out about them.</p> <p>10. Use the term artefact.</p>	<p>HE1.1 Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>HE1.2 Ask questions such as -What was it like for people? What happened? How long ago? ...</p> <p>HE2.1 Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>HE2.2 Identify some of the different ways the past has been represented, understanding the difference between primary and secondary sources.</p>	<p>HE1.1 Use evidence to ask questions and find answers to questions about the past.</p> <p>HE1.2 Suggest causes and consequences of some of the main events and changes in history.</p> <p>HE1.3 Describe similarity and differences within and across different periods and diverse societies.</p> <p>HE1.4 Describe/make links between events/changes within and across different periods/societies.</p> <p>HE2.1 Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>HE2.2 Identify historically significant people and events.</p> <p>HE2.3 Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>HE3.1 Suggest suitable sources of evidence for historical enquiries.</p> <p>HE3.2 Describe/evaluate primary and secondary sources.</p>	<p>HE1.1 Identify and explain changes within and across periods.</p> <p>HE1.2 Explain/analyse reasons for, and results of, historical events and changes.</p> <p>HE1.3 Understand/explain/analyse similarities and differences within and across different periods and diverse societies.</p> <p>HE1.4 Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>HE2.1 Explain the significance of significant people, changes and events. HE2.2 Refine lines of enquiry as appropriate.</p> <p>HE2.3 Use sources of information to form testable hypotheses about the past</p> <p>HE3.1 Use sources of evidence to deduce information about the past.</p> <p>HE3.2 Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>HE3.3 Understand that different versions of the past may exist, giving reasons for this.</p> <p>HE3.4 Select suitable sources of evidence, suggest the validity of these, giving reasons for choices.</p> <p>HE3.5 Understand that no single source of evidence gives the full answer to questions about the past.</p>

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<p>To communicate historically (CH)</p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p>	<p>CH1.Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>CH2.They should use a wide vocabulary of everyday historical terms.</p>	<p>CH1.Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>CH2.They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>CH3.Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>
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