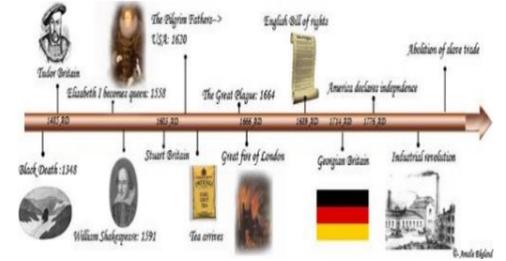


Sheerness West Federation

Progression in History



Curriculum Aims & Subject Content

- 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
- 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
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

KS1 Pupils should be taught:

- 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]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

KS2 Pupils should be taught:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilisations – an overview of where and when the first civilisations 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.

	EVFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics Covered		<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The achievements of the earliest civilisations 	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • A local history study • Ancient Greece 	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • A non-European society that provides contrasts with British history
Chronological Understanding	<ul style="list-style-type: none"> • I can talk about the past and present in my own life and in the lives of family members. 	<ul style="list-style-type: none"> • I can place known events in the order of when they happened • I can sequence events and recount changes within living memory - chronological understanding • I can use common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> • I can show an awareness of the past, using common words and phrases relating to the passing of time • I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> • I can use an increasing range of common words and phrases relating to the passing of time • I can describe memories of key events in my life using historical vocabulary 	<ul style="list-style-type: none"> • I can place some historical periods in a chronological framework • I can use historic terms related to the period of study 	<ul style="list-style-type: none"> • I can use dates to order and place events on a timeline 	<ul style="list-style-type: none"> • I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.
Historical Enquiry	<ul style="list-style-type: none"> • I can answer 'How' and 'Why' questions about my experiences and in response to stories or events. 	<ul style="list-style-type: none"> • I can find answers to some simple questions about the past from simple sources of information • I can describe some simple similarities and differences between artefacts • I can sort historical objects from 'then' and 'now' • I can ask and answer relevant basic questions about the past. 	<ul style="list-style-type: none"> • I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events • I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> • I can use research skills to find answers to specific historical questions. 	<ul style="list-style-type: none"> • I can use sources of information in ways that go beyond simple observations to answer questions about the past • I can use a variety of resources to find out about aspects of life in the past (historical enquiry) 	<ul style="list-style-type: none"> • I can compare sources of information available for the study of different times in the past 	<ul style="list-style-type: none"> • I can address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. • I can understand how our knowledge of the past is constructed from a range of sources • I can make confident use of a variety of sources for independent research

Historical Interpretations		<ul style="list-style-type: none"> I can relate my own account of an event and understand that others may give a different version 	<ul style="list-style-type: none"> I can describe changes within living memory and aspects of change in national life I can describe events beyond living memory that are significant nationally or globally I can describe significant historical events, people and places locally 	<ul style="list-style-type: none"> I can research in order to find similarities and differences between two or more periods of history 	<ul style="list-style-type: none"> I can understand that sources can contradict each other 	<ul style="list-style-type: none"> I can make comparisons between aspects of periods of history and the present day I can understand that the type of information available depends on the period of time studied I can evaluate the usefulness of a variety of sources 	
Organisation & Communication		<ul style="list-style-type: none"> I can talk, draw or write about aspects of the past 	<ul style="list-style-type: none"> I can use a wide vocabulary of everyday historical terms I can speak about how I have found out about the past I can record what I have learned by drawing and writing 		<ul style="list-style-type: none"> I can explain what I have learned in an organised and structured way, using appropriate terminology 	<ul style="list-style-type: none"> I can present findings and communicate knowledge and understanding in different ways I can provide an account of a historical event based on more than one source 	
Understanding of Events, People & Changes	<ul style="list-style-type: none"> I know about similarities and differences in relation to places and objects. 	<ul style="list-style-type: none"> I can understand key features of events I can identify some similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods 	<ul style="list-style-type: none"> I can describe changes in Britain from the Stone Age to Iron Age 	<ul style="list-style-type: none"> I can describe the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> I can give some reasons for some important historical events I can describe Britain's settlements by Anglo-Saxons and Scots I can describe the Viking and Angle-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period he/she studies. I can note connections contrasts and trends over time and show developing appropriate use of historical terms I can describe a local history.
Links to SMSC Cultural Capital	<ul style="list-style-type: none"> Opportunities to consider how and why the past has influenced the present. Opportunities to explore the lives of important individuals in shaping the world we live in. Develop understanding of right and wrong with compassion and empathy for people in the past that faced dilemmas. Work together collaboratively to enhance own social development. Explore and develop a better understanding of our multicultural society through studying links between British, European and world history. 						