



History Progression of Learning at Woodstock CE Primary School

National Curriculum Overview

Key Stage 1	Key Stage 2
<p>Pupils should be taught about:</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 [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. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ☆ 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 civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt ☆ 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: Mayan Civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Historical Knowledge

EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6	
All Units	Memory Box, Castles & Dragons & Around our World		Tomb Raider, City of Spires & Invaders & Raiders		War & Peace, Meet the Greeks, Rule Britannia & In the Beginning	
<ul style="list-style-type: none"> ☆ Talk about members of their immediate family and community ☆ Name and describe people who are familiar to them. ☆ Comment on images of familiar situations in the past. ☆ Compare and contrast characters from stories including figures from the past. 	<ul style="list-style-type: none"> ☆ Changes within living memory, revealing aspects of change in national life. ☆ Significant historical events, people and places in their own locality. 	<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. 	<ul style="list-style-type: none"> ☆ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. 	<ul style="list-style-type: none"> ☆ Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. ☆ A local history study and the development of Oxford City 	<ul style="list-style-type: none"> ☆ Ancient Greece – a study of Greek life and achievements and their influence on the western world. ☆ 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 - War and Peace. ☆ A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.

☆ Recognise that people have different beliefs and celebrate special times in different ways.			
---	--	--	--

Chronology							
EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6		
All Units	Memory Box, Castles & Dragons & Around our World		Tomb Raider, City of Spires & Invaders & Raiders		War & Peace, Meet the Greeks, Rule Britannia & In the Beginning		
☆ That time passes in sequential order. Use of sand timers to mark passage of time during CP activities. ☆ Model use of language of time through daily calendar (now, next, yesterday, tomorrow). ☆ To know that days of the week, seasons and times of the day go in order and repeat in sequence.	☆ Use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young. ☆ Put a few events, photos or objects in order of when they happened. ☆ Order events and people, I have studied using a simple timeline.	☆ Use words and phrases to describe when things happened e.g. decade, century. ☆ Compare when the events took place (those I am studying in relation to those studied before e.g. Victorians) ☆ Give reasons for the order of events or people using vocabulary relating to the passing of time.	☆ Describe events and periods of time using the words; BC, AD, century, ancient. ☆ Describe events from the past using dates when things happened. ☆ Order the periods I am studying on a timeline and compare to events I already know about. ☆ Use a timeline to order events and significant people for the period of time I am studying.	☆ Use words and phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied. ☆ Place periods of history on a timeline showing periods of time. ☆ Use a timeline to order events and significant people for the period of time I am studying. ☆ Use chronology to explain how an aspect of life has changed over more than one historical era.	☆ Use dates and historical vocabulary when ordering and comparing events from the past. ☆ Draw timelines to show a range of information e.g. periods of history, events, significant people. ☆ Use chronological skills to show when places developed and how life has changed in the local area and an aspect of history e.g. Woodstock, Blenheim, space exploration.	☆ Use a timeline and dates to demonstrate changes and developments in aspects of life over time. ☆ Use a timeline to compare periods of history that I have studied so far. ☆ Use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Day to place events in the right place.	

Interpretation of History							
EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6		
All Units	Memory Box, Castles & Dragons & Around our World		Tomb Raider, City of Spires & Invaders & Raiders		War & Peace, Meet the Greeks, Rule Britannia & In the Beginning		
☆ To know the passage of time changes us all and the world around us in different ways. ☆ To understand that we need to change what we do/wear in response to this passage of time.	☆ Talk about things that happened to me in living memory. ☆ Name some things that happened to other people or events in living memory.	☆ Recount the life of someone famous who lived in the past and what they did. ☆ Make comparisons between some aspects of life in different time periods.	☆ Say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past. ☆ Describe some similarities and	☆ Suggest why certain events happened or people acted as they did in history. ☆ Explain some similarities and differences between people, events and	☆ Research two versions of an event, identifying differences between them. ☆ Explain with clear reasons why there may be different accounts of history.	☆ Explain how significant events have helped shape the country we have today. ☆ Summarise the main events from a specific period in history,	

	<ul style="list-style-type: none"> ☆ Identify objects from the past and say how I know. ☆ Identify the main differences between old and new objects/photos. ☆ Explain how my local area was different in the past. ☆ Say why one person's memories of events might be different to that of someone else. 	<ul style="list-style-type: none"> ☆ Recall facts about significant local people from the past and explain how they have influenced life today. ☆ Suggest why people acted as they did. ☆ Identify some of the ways we find out about the past and know that some are more reliable than others. 	<ul style="list-style-type: none"> differences between people, events and artefacts from the past. ☆ Explain how events from the past have shaped our lives today. ☆ Say what is similar and different about two different accounts of the same event and how this can affect our understanding of history. ☆ Provide examples of how events in the past shaped people's lives over time and have influences how we live today. 	<ul style="list-style-type: none"> artefacts from the past and explain the significance of these. ☆ Suggest the causes of key events and changes in the time periods I am studying. ☆ Identify differences in accounts of history and suggest reasons for these. ☆ Use evidence to describe some of the following and explain how they are similar or different in different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor 	<ul style="list-style-type: none"> ☆ Use historical sources to understand bias/contrasting arguments ☆ Decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor ☆ Make comparisons between different events in history; explaining things that have changed and things that have stayed the same. ☆ Explain why this might have happened using evidence. ☆ Explain how events in history are significant in British and World history. 	<ul style="list-style-type: none"> explaining the order in which they happened. ☆ Summarise how Britain has had a major influence on world history. ☆ Explain what Britain may have learnt from other countries and civilisations through time. ☆ Recognise and describe differences and similarities / changes and continuity between periods of history. ☆ Evaluate evidence to choose which is the most reliable form. ☆ Explain how people have points of view and this can affect their interpretation of the past. ☆ Give clear reasons why there might be different accounts of history.
--	--	---	---	---	--	--

Historical Enquiry							
EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6		
All Units	Memory Box, Castles & Dragons & Around our World		Tomb Raider, City of Spires & Invaders & Raiders		War & Peace, Meet the Greeks, Rule Britannia & In the Beginning		
<div>☆ To build understanding through historical role play scenarios, memory boxes, historical stories and personal experiences.</div> <div>☆ To begin to ask questions about what they</div>	<div>☆ Recall events from the past from stories that have been read to me.</div> <div>☆ Ask and answer questions about artefacts and pictures from the past.</div> <div>☆ Give a plausible explanation about what an object was used for in the past.</div>	<div>☆ Use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts</div> <div>☆ Use books to help me find out about the events I am studying.</div> <div>☆ Ask questions to find out about people/events in the past (who, what, when,</div>	<div>☆ Ask and answer questions about how things were different in the past and how aspects of life have changed over time.</div> <div>☆ Suggest various sources of evidence to help me answer questions about the past.</div> <div>☆ Use more than one source to collect</div>	<div>☆ Collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past.</div> <div>☆ Lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner.</div>	<div>☆ Use a range of primary and secondary evidence.</div> <div>☆ Use artefacts to pose questions/hypothesis, which I back up using other sources.</div> <div>☆ Distinguish between reliable and unreliable sources if evidence to answer questions about the past.</div>	<div>☆ Give more than one reason to support an historical argument.</div> <div>☆ Confidently use a range of sources of evidence to change and continuity during periods studied.</div> <div>☆ Identify and explain propaganda and why someone might want to persuade another</div>	

experience and see and extend their familiarity with historical words, supporting understanding across the domains.	☆ Use pictures and artefacts to say what was different in the past. ☆ Find out about something in the past by asking someone who can remember the event.	why, where) (beyond living memory). ☆ Ask historical questions based on evidence.	evidence about the past e.g. photographs, written accounts, artefacts. ☆ Ask historical questions based on evidence.	☆ Ask and answer questions about change, causes, difference and significance. ☆ Lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.	person about a version of events. ☆ Lead my own enquiry into an aspect of World history and present my findings in a range of ways.
---	---	--	---	---	--

Organisation & Communication					
EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6
All Units	Memory Box, Castles & Dragons & Around our World		Tomb Raider, City of Spires & Invaders & Raiders		War & Peace, Meet the Greeks, Rule Britannia & In the Beginning
☆ To know that there are key words/vocabulary associated with the passage of time. For example: before, after, first, next, verbs with past tense ☆ To understand the concept of before and after.	☆ Explain my historical understanding through a range of practical and written activities. ☆ Use pictures, drama, role play, build models and use timelines to present my work.	☆ Explain my historical through a range of practical and written activities. ☆ Can use photographs, written accounts and stories to present my understanding.	☆ Use historical sources to create written narrative and structure accounts. ☆ Select and organise information to answer a question, communicated for example, as a presentation, a poster, written form ☆ Draw labelled diagrams and write about them to tell others about people, objects and events from the past.	☆ Present my findings about the past using speaking, writing, ICT, drama and drawing skills ☆ Communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out.	As in previous year groups but with greater depth and sophistication: ☆ Choose the most appropriate way to present my information, for an intended audience and purpose. ☆ Use extended writing and presentations to explain key aspects of a time period.

Significant People in History/ including Local History Study: significant historical events, people and places within our own locality and beyond					
Key Stage 1: Years 1 & 2		Key Stage 2: Years 3 & 4		Key Stage 2: Years 5 & 6	
CYCLE A	CYCLE B	CYCLE A	CYCLE B	CYCLE A	CYCLE B
Significant People in History: Monarchs: <ul style="list-style-type: none"> Queen Elizabeth I Queen Victoria Queen Elizabeth II Henry VIII 	Significant People in History: Adventurers & Explorers: <ul style="list-style-type: none"> Christopher Columbus Neil Armstrong The Wright Brothers Roald Amundsen Ranulph Fiennes 	Egyptian History: <ul style="list-style-type: none"> Howard Carter Tutankhamon 	Oxford History: <ul style="list-style-type: none"> JR Tolkein Lewis Carroll CS Lewis 	Blenheim History: <ul style="list-style-type: none"> Capability Brown John Vanbrugh Nicholas Hawksmoor 1st Duke of Marlborough Winston Churchill Adolph Hitler 	Government History: <ul style="list-style-type: none"> Margaret Thatcher Winston Churchill Boris Johnson Parliamentary Leaders for different political parties e.g. Tony Blair, Nick Clegg, David Cameron, Nicola Sturgeon, local MPs, etc.

Memory Box: <ul style="list-style-type: none"> Florence Nightingale Wright Brothers 	Sport History: <ul style="list-style-type: none"> Sir Roger Bannister Matthew Pinsent Tim Henman Ann Packer 				
Black History Month: the lives of significant individuals in the past who have contributed to national and international achievements.					
Mary Seacole Eliud Kipchoge	Rosa Parks Floella Benjamin/Windrush generation	Olaudah Equiano Marcus Rashford Bayard Rustin	Barack Obama Dame Kelly Holmes Wangari Maathai Wanjuhi Njoroge	Nelson Mandella Simone Biles	Martin Luther King Ramla Said Ahmed Ali