



celebrating learning together in faith, hope and love

HISTORY – CURRICULUM PROGRESSION

INTENT:

At Bishop Perrin, we are inspired to learn about the history of people and places through the ages in our locality, our country and the wider world. We learn about the process of change and how historical events continue to influence our lives today. We learn about important and influential people in history and the contribution they have made to society. We learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

National Curriculum - Purpose:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

EYFS

Understanding the World: Past and Present ELG

- 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;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Understanding the World: People and Communities ELG

- Shows interest in the lives of people who are familiar to them
- Remembers and talks about significant events in their own experiences
- Recognises and describes special times or events for family and friends
- Shows interest in different occupations and ways of life
- Talk about past and present events in their own lives and in the lives of family members

Ourselves and Our Families	Repeating Rhythms and Patterns	Traditional tales	Monsters and Aliens	Space	Christmas	Winter, Snow, Ice and Dark Nights	Chinese New Year and Dragons	Food	People Who Help Us	Superheroes	Life Cycles	On the Farm	Dinosaurs	Around the World
<ul style="list-style-type: none"> • Notice changes in self and others from baby to now • Know birth year and position on a timeline • Recognise and describe special times and events for family or friends 	<ul style="list-style-type: none"> • Knows some things which make them unique and similarities and differences in relation to family and friends • Michael Rosen - Living poet 	<ul style="list-style-type: none"> • How has breakfast changed over time? • How have stories changed over time? • Zaha Hadid – architect 	<ul style="list-style-type: none"> • How have homes changed over time? 	<ul style="list-style-type: none"> • Moon landing and recent missions to Space • Tim Peake – living astronaut • Jill Tarter and Wang Zhenyi - Astronomer 	<ul style="list-style-type: none"> • Christmas story • St. Nicholas • How has transport changed over time? 	<ul style="list-style-type: none"> • Talk about the past and present in own lives in relation to the weather • Choluta climbers, Bolivia - mountaineers 	<ul style="list-style-type: none"> • Ken Hom – Chinese chef • How have activities and celebrations changed over time? 	<ul style="list-style-type: none"> • Talk about the past and present in own lives • How has food changed over time? • Mary Berry – living baker and TV chef • Julia Child – chef • Cora Coralita – baker and poet 	<ul style="list-style-type: none"> • Show interest in different occupations and ways of life • Marie Curie – Scientist • Queen Elizabeth – royal family 	<ul style="list-style-type: none"> • Know similarities and differences between themselves and others 	<ul style="list-style-type: none"> • Steve Backshall – living explorer • How has our school and classroom changed over time? 	<ul style="list-style-type: none"> • Role of the farmer and farm staff – compare with other occupations 	<ul style="list-style-type: none"> • Discuss changes caused by time. What did the earth look like when dinosaurs roamed? How is it different now? How has the Earth changed over time? 	<ul style="list-style-type: none"> • Jane Goodall – primatologist • Sylvia Earle – marine biologist • How have holidays changed over time?

KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

National Curriculum Statements	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.
Year 1	Toy Story (Summer 1) <i>How toys have changed over the years?</i>	A Knight's Tale (Spring 1) Battle of Hastings and the Domesday Book	Me, Myself and I (Autumn 1) <i>Who was Bishop Perrin?</i> Nurses: Florence Nightingale, Mary Seacole	A Knight's Tale (Spring 1) William the Conqueror		Me, Myself and I (Autumn 1) How has my school has changed over the year? My school – the history of Bishop Perrin School A Knight's Tale (Spring 1) Windsor Castle
Year 2	There's No Place Like Home (Spring 1) <i>How homes have changed over the years?</i>	Fire! Fire! (Autumn 2) The Great Fire of London	The Animal Kingdom (Summer 1) Charles Darwin, Mary Anning, David Attenborough, Jane Goodall	Fire! Fire! (Autumn 2) Samuel Pepys	It's a Small World (Geography unit – Autumn 1) First Flight – The Wright Brothers and Amelia Earhart	Fire! Fire! (Autumn 2) The Great Fire of London

KS2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

National Curriculum	Early British History	Local History	British History since 1066	Ancient History
Knowledge	<ul style="list-style-type: none"> 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 gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' 			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
Skills	<ul style="list-style-type: none"> 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. 			

Understand historical concepts such as:

	REGIONAL HISTORY			LOCAL HISTORY			WORLD HISTORY		
Concepts	continuity and change - <i>identify changes and study the effects on people over time</i>			Cause and Consequence - <i>as you study historical events, you will discover that things do not simply 'happen' without reason. Historical events are caused by things that occurred before them. Also, historical events create changes that have consequences long after the event is over</i>			Similarity and difference Significance - why is it important?		
	Continuity – What continued unchanged, or stayed the same? Change – What was different as a result of this event or person? <i>What was the situation like before this occurred?</i> <i>What was clearly different after this occurred?</i> <i>What were the direct causes of the changes?</i> <i>What were the reasons that some things remained the same?</i>			Cause: What things led to or caused the historical event? <i>Why did the event under examination occur?</i> <i>What earlier events were central to the occurrence of the event under examination?</i> <i>What motivated the people who were involved in this event?</i> <i>What were the economic, political, military or social reasons that led to this event?</i>		Consequence: What happened as a result of the historical event or person? <i>What later events were the direct result of the event under examination?</i> <i>What changed in society as a result of the past event?</i> <i>What were the economic, political, military or social changes which resulted from this event?</i>			
	<i>changes in Britain from the Stone Age to the Iron Age</i>	<i>the Roman Empire and its impact on Britain</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i>	<i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>a local history study</i>	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>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</i>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>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.</i>
Year 3	The Stone Age (Autumn 1) – social history How can we possibly know what it was like so many years ago before man recorded his thoughts in writing? The Stone Age (Autumn 2)				Spy Kids – Local Area Cultural and social history(Summer 2) Local places of significant interest: Turner's House, Pope's Grotto, Marble Hill House, Twickenham Rugby Ground		What were some of the most significant achievements of the Ancient Egyptians? Cultural history The Egyptians – Spring 1 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		

Year 4		Hail Caesar (Autumn 1) Why did the Romans invade Britain? Political and economic history This could include: Julius Caesar's attempted invasion in 55-54 BC → the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica			The Tudors: Royalty and Palaces –(Spring 1) Cultural history Palaces in London: <ul style="list-style-type: none"> Mapping Tudor palaces Hampton Court including the astronomical clock, how the court is decorated with symbols of Henry VIII and his wives, the importance of the River Thames to the palace 	The Tudors: Royalty and Palaces (Spring 1) Royalty Cultural history A study of the role of the monarchy including: <ul style="list-style-type: none"> the houses of the rulers of England through the ages (e.g. the Stewarts, the Tudors, etc.) - timeline comparative study of a monarch (King Henry VIII and Queen Elizabeth I) 		How did the achievements of the Ancient Greeks influence the Western World? Cultural history Ancient Greece – a study of Greek life and achievements and their influence on the western world Taught in Year 4 & 5 2020	
Year 5					Crime and Punishment – local study, Hounslow Heath, highwaymen site Social and religious history (Autumn 1) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Crime and Punishment (Autumn 1) – social history changes in an aspect of social history, from the Anglo-Saxons to the present What did the Victorians do for us? (Spring 1) the changing nature of transport and travel in the Victorian age AND, a significant turning point in British history, for example, the first railways			(Summer 2) Amazing Africa : a non-European society that provides contrasts with British history: study of: <i>Benin (West Africa) c. AD 900-1300.</i>
Year 6			Tales of the Thames (Autumn 1) Why did the Anglo-Saxons invade Britain? Political history Anglo-Saxon invasions, settlements and kingdoms: place names and village life	To Boldly Go (Spring 2) Why did the Vikings invade Britain? Political and economic history Viking raids and invasion	Your Country Needs You – WWI (Autumn 2) Military and social History a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	To Infinity and Beyond – a significant turning point in ...history: The Space Race Back to the Future – Summer 2 Cultural and social history changes in an aspect of social history: leisure and entertainment in the 20th Century			