

The History curriculum is spiral in nature and links across the curriculum are shown in the following ways:

History Units from FS to year 6 are divided into 5 main categories with Ancient Civilisations and British History mostly building up Chronologically. This allows for concepts and knowledge of different time periods to be built up systematically over time.

Personal/Local	Significant People	Significant Events	Ancient Civilisations	British History
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Year 6 also undertake a thematic study based on the history of migration and movement of people

	Personal/Local	Significant People	Significant Events	Ancient Civilisations	British History	Thematic
YR unit 1	R1. All About me					
YR Unit 2		R2. People who help us				
YR Unit 3					R3. Transport over time: Old and New	Elements
Y1 unit 1	Y1.1 Within our parents lifetime					
Y1 Unit 2			Y1.2a The Gunpowder Plot			
Y1 Unit 3		Y1.3 Castles, Kings and Queens				Elements
Y2 unit 1	Y2.1 Local History The Sheffield Blitz and being an Evacuee					
Y2 Unit 2			Y2.2 Great Fire of London			
Y2 Unit 3		Y2.3 Isambard Kingdom Brunel				
Y3 unit 1					Y3.1 Stone Age to Iron Age	
Y3 Unit 2				Y3.2 Ancient Egyptians		
Y3 Unit 3		Y3.3 Walter Tull (Short Topic)				
Y4 Unit 1					Y4.1 Romans (including Boudicca)	
Y4 Unit 2	Y4.2 Local History: Steel City					
Y4 Unit 3		Y4.3 Rosa Parks (Short Topic)				
Y5 unit 1					Y5.1 Vikings and Anglo Saxons	
Y5 Unit 2			Y5.2 Remembrance and World War:			
Y5 Unit 3				Y5.3 Ancient Greeks		
Y6 unit 1				Y6.2 Early Islamic Civilisation: Baghdad		
Y6 Unit 2						Y6.1 Thematic Study They Came to Our Shores- Refugees
Y6 Unit 3		Y6.3 Campaigner for Change: Suffragettes and Emmeline Pankhurst				

The concepts addressed within each unit are also built up within and across year groups as shown below:

Substantive Concepts:

Concepts	Society and civilisation (what is life like?)	Government Suffrage and Democracy	Legacy	Power: Rulers Dictators Tyrants	Settlement Settlers	Invasion Invaders	Movement of People Migration Refugees	Diversity	Conflict and War	Poverty	Revolution	Freedom Oppression Persecution Slavery	Equality	Remembrance
FS	X													
1	x	X	x	X										
2	x		x				x		x					
3	x		x	X	x		x	x					X	
4	x		x	X	x	x	x	x	X	x	x	x	X	
5	X	X	x	X	x	x	x	x	x					x
6	x	X	x		x	x	x	x	x	x	x	X	x	X

2nd Order Concepts:

Concepts	Similarities and differences	Significance	Change and Continuity	Cause and Consequence	<i>Historical interpretation</i>	Historical evidence and perspectives
FS	X		X			
1	X	X	X			
2	X	X	X	X		
3	X	X	X	X	X	
4	X	X	X	X	X	
5	X	X	X	X	X	X
6	X	X	X	X	X	X

- There are also many strong links across and within year groups within History in terms of the knowledge base. This is shown below in the Links between units across and within year groups.
- Skills and 2nd Order knowledge is built up through the Progression Document below

LINKS BETWEEN UNITS ACROSS AND WITHIN YEAR GROUPS

* Unit ref mention first belongs to the year group being outlined: second unit ref is for the identified year group across school

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year FS	Units 2 and unit 3: Victorian toys and games and Victorian Bicycles	Unit 2 and Units 1+3 Florence Nightingale and Victorian Times Toys and games in the past and Victorian Times History of Transport and bikes: Victorian era			Unit 2 and Unit 2: Florence Nightingale Industrial Revolution		
Year 1	Units 1+3 and Units 2 Florence Nightingale and Victorian Times Toys and games in the past and Victorian Times History of Transport and bikes: Victorian era	Units 1 and 3 consider the Royal Family and monarchs Units 2 and 3 consider Elizabeth I and the argument between Protestants and Catholics at the time of the gunpowder plot- Units 1, 2 and 3 all address monarchy and 2 and 3 concept of government and Parliament introduced	Unit 3 and unit 3: Isambard Kingdom Brunel Unit 2 and unit 2: Government and Parliament	Unit 3 and Unit 3: Rulers and Tyrants: King John link to Pharaohs	Unit 3 and Unit 2: Industrial Revolution and Queen Victoria	Unit 3 and Unit 2: Building on concept of Tyranny through an understanding of Dictator (WW1 and 2)	Unit 3 and Unit 2: Building on concept of Tyranny as a push factor for migration of people and slavery
Year 2	Unit 3 and FS Unit 3: Brunel and Transport Link	Unit 3 and unit 3: Isambard Kingdom Brunel and Queen Victoria Unit 2 and unit 2: Government and Parliament		Unit 1 and Unit 3: Building knowledge of WW1 and WW2	Unit 3 and Unit 2: Isambard Kingdom Brunel and Industrial Revolution Unit 1 and 2: Local History link	Unit 1 and Unit 2: the Blitz and Remembrance	Unit 1 and Unit 2: Evacuees and movement of people/ migration
Year 3		Unit 3 and Unit 3: Rulers and Tyrants: King John link to Pharaohs	Unit 3 and Unit 1: Building knowledge of WW1 and WW2	Unit 1 and 3: Archaeology	Unit 1 and Unit 1: Chronological Link – Romans invade Celts	Unit 3 and Unit 2: Building knowledge of WW1 and WW2 Unit 1 and Unit 1: Chronological Link from Celts to Romans to Anglo-Saxons	Unit 1 and Unit 2: Building on understanding of movement of people: Stone Age to Iron Age pre-Roman invasion
Year 4	Unit 2 and Unit 2: Florence Nightingale Industrial Revolution	Unit 2 and Unit 3: Industrial Revolution and Queen Victoria	Unit 3 and Unit 2: Isambard Kingdom Brunel and Industrial Revolution Unit 1 and 2: Local History link	Unit 1 and Unit 1: Chronological Link – Romans invade Celts		Unit 1 and Unit 1: Chronological Link from Romans to Anglo-Saxons	Unit 2 and 2: Push and pull factors from Rural to urban living in Ind Rev and Push and pull factors for migration Unit 1 and Unit 2: Building on understanding of movement of people: Romans to Anglo Saxons Unit 2 to Unit 3: Link back to Industrial Revolution- bringing about change and the revolution brought about by Suffragettes Unit 3 and Unit 3: Campaigning for Change- Rosa Parks and Suffragettes

Year 5		Unit 2 and Unit 3: Building on concept of Tyranny through an understanding of Dictator (WW1 and 2)	Unit 2 and Unit 1: the Blitz and Remembrance	Unit 2 and Unit 3: Building knowledge of WW1 and WW2 Unit 1 and Unit 1: Chronological Link from Celts to Romans to Anglo-Saxons	Unit 1 and Unit 1: Chronological Link from Romans to Anglo-Saxons		Unit 2 and Unit 3: Remembrance and Suffragettes Unit 1 and Unit 2: Building on understanding of movement of people: Romans- Anglo Saxons to Vikings
Year 6		Unit 2 and Unit 3: Building on concept of Tyranny as a push factor for migration of people and slavery	Unit 2 and Unit 1: Evacuees and movement of people/ migration	Unit 1 and Unit 2: Building on understanding of movement of people: Stone Age to Iron Age pre-Roman invasion Unit 2 and 2: Push and pull factors from Rural to urban living in Ind Rev and Push and pull factors for migration	Unit 2 and 2: Push and pull factors from Rural to urban living in Ind Rev and Push and pull factors for migration Unit 1 and Unit 2: Building on understanding of movement of people: Romans to Anglo Saxons Unit 3 to Unit 2: Link back to Industrial Revolution- bringing about change and the revolution brought about by Suffragettes Unit 3 and Unit 3: Campaigning for Change- Rosa Parks and Suffragettes	Unit 3 and Unit 2: Remembrance and Suffragettes Unit 1 and 3: Links between use of slaves, a time of invention and the formation of Governments	

HISTORY PROGRESSION

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological understanding (2nd order knowledge-procedural)	<p>Begins to sequence some events or at least 2 related objects in order</p> <p>Uses some words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p> <p>To know that things change over time.</p> <p>Can notice when an object/image does not fit in with the time period (Spot an anachronism)</p> <p>Recount changes in own life over time</p>	<p>Sequence some events or at least 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p> <p>To know that things change over time.</p> <p>Can notice when an object/image does not fit in with the time period (Spot an anachronism)</p> <p>Recount changes in own life over time</p>	<p>Puts at least 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>Can confidently spot major anachronisms from most periods studied when compared with today</p> <p>Can sequence events in simple narrative</p> <p>Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while</p> <p>Begin to recognise CE and BCE (Previously BC and AD)</p>	<p>Uses timelines to place events in order.</p> <p>Uses words and phrases: century, decade.</p> <p>Can begin to talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman;</p> <p>Begins to realise that Ancient means thousands of years ago;</p> <p>Continue to develop understanding of CE and BCE and the meaning of year labels eg 1066 1066 years since the Common Era began. 46BCE 46 years before the Common era began</p>	<p>Uses words and phrases: century, decade, CE/BCE, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p> <p>Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s;</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman;</p> <p>Realises that Ancient means thousands of years ago;</p> <p>Embed understanding of CE and BCE and the meaning of year labels eg 1066 1066 years since the Common Era began. 46BCE 46 years before the Common era began.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, CE/BCE BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p> <p>Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year;</p> <p>Begin to divide recent history into present, using 21st century, and the past using 19th and 20th centuries</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: CE/BCE-BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p> <p>Can successfully match simple iconic images to each of the periods studied;</p> <p>Can make links between three periods in history, comparing, spotting similarities differences</p>

<p>Using and creating Timelines (2nd order knowledge-procedural)</p>	<p>Can place objects and pictures on a simple timeline showing past and present. Can order events in own lifetime on a simple timeline: eg when I am 5, when I was born, when I came to school</p> <p>TO BEGIN TO KNOW THAT A TIMELINE IS USED TO PLACE EVENTS IN ORDER</p>	<p>Simple Scaled Timelines for lifetime of child. Timelines showing My Lifetime and My parents life time Time line marked with decades from 1900 Timeline marked with Centuries from 1066 onwards: children use this to sequence key events and to order monarchs</p> <p>TO USE TIMELINES</p>	<p>Timeline marked with Centuries and decades from 1066 onwards: focus is on sequence of events and order of monarchs with new events added in. An 'exploded' more detailed timeline is created for each period studied with children sequencing and putting dates on on their visual representation.</p> <p>TO USE AND BEGIN TO MAKE TIMELINES FOCUSED ON ORDERING RATHER THAN ACCURATE SCALING</p>	<p>The large overview timeline is used with children using the language of centuries and decades Each period studied is located on the large overview time line from, revisiting all previous historical periods. An 'exploded' more detailed timeline is created for each period studied beginning to put dates on, using a scale of centuries and decades more independently. They then use this to sequencing events in the correct order.</p> <p>TO USE AND MAKE TIMELINES USING THE SUGGESTED SCALING</p>	<p>Identify where the periods being studied are represented on the large overview timeline. Decide on a suitable scale for their timelines and begin plot the points with increasing accuracy.</p> <p>TO USE AND MAKE THEIR OWN TIMES, BEGINNING TO DECIDE ON A SUITABLE SCALE</p>	<p>With a high level of independence: Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately. Recreate a world timeline from Ancient to modern times placing all historical periods studied in the correct order.</p> <p>TO USE AND MAKE INCREASINGLY DETAILED TIMELINES, USING A RANGE OF SCALES.</p>
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<p>Historical Enquiry (2nd order knowledge-procedural)</p>	<p>Answers simple questions about objects or pictures from the past</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, artefacts and stories)</p>	<p>Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and describing their features. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions: Begin to use the library and internet for research Observe small details – artefacts, pictures Select and record information relevant to the study Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.</p>	<p>Begin to understand the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions. Choose relevant material to present a picture of one aspect of life in time past</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Recognise primary and secondary sources Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Select relevant sections of information Realises that there is often not a single answer to historical questions. Use evidence to build up a picture of a past event</p>	<p>Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of evidence Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p>
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<p>Cause and consequence (2nd order concept)</p>	<p>Begins to respond to simple questions asking why did that happen, within history contexts and across the provision.</p>	<p>Question why things happen and give simple explanations</p>	<p>Question why things happen and give explanations Recognise why people did things, why events happened and what happened as a result</p>	<p>Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people</p>	<p>Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade Moves away from simply listing to trying to give a little detail about each cause</p>	<p>Identify and give reasons for, results of, historical events, situations, changes Realises that events usually happen for a combination of reasons, even though there is still some element of listing Moving from two causes to realising that you need to give several causes to explain some events; Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen</p>	<p>Starts to genuinely explain rather than list causes of key events; May dwell on one cause at expense of others but it is real attempt to explain not just describe; Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently ;</p>
<p>Significance (2nd order concept)</p>	<p>Recognise and describe special times or events for family or friends</p>	<p>Recognise and describe special times or events for family or friends Know why some people and events are remembered by others: eg Royal wedding, Gunpowder plot</p>	<p>Talk about who was important eg in a simple historical account Know that events, and people are seen as significant because they result in change. Can explain why some events in the past were significant.</p>	<p>Talk about who was important eg in a simple historical account Know that events, and people are seen as significant because they result in change. They had consequences for people at and or over time.</p>	<p>Know that events, people and developments are seen as significant because they result in change. They had consequences for people at and or over time. They can give oral and written explanations of why something is significant.</p>	<p>Identify historically significant people and events in situations Understands and can explain the reasons why people, events and developments are significant.</p>	<p>Identify historically significant people and events in situations Understands and can explain, using evidence the reasons why people, events and developments are significant.</p>

<p>Organise and Communicate historical knowledge and understanding (2nd order knowledge)</p>	<p>Can show understanding through simple oral answers and captions</p>	<p>Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; Answers contain some simple period-specific references; Begins to write in simple and accurate, sequenced, sentences when narrating what happened in the past</p>	<p>Writes well in simple and accurate, sequenced, sentences when narrating what happened in the past Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;</p>	<p>Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs; Can use appropriate ways of communicating their understanding;</p>	<p>Answers are structured and provide supporting evidence for statements made; Able to see two sides of a question and can offer arguments on both sides; Answers are relevant to the question set;</p>	<p>Answers are structured and provide supporting evidence for statements made; Able to see two sides of a question and can offer arguments on both sides; Answers are relevant to the question set; Widespread use of period specific detail to make the work more convincing and authentic; When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes; Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing; Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>
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