

History Curriculum Progression

At Glenfall, we believe in creating historians that are able to develop their skills and conceptual understanding through exploring and investigating the past.

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| **HISTORY** |

Our teachers inspire curiosity by teaching depth studies that are enquiry-led, allowing for progression across lessons as well as year groups. Each unit includes a link where appropriate to our locality so that our children can make connections and empathise with the key figures and civilisations they study. We ensure our children have excellent opportunities to understand the chronology behind every time period they learn about.

In every lesson, our children are able to build on their previous learning with new knowledge, making connections between and across periods of time they have studied. We put quality historical sources at the foundation of our planning, ensuring that we give our children plenty of opportunities to infer and deduct.

Our teachers have high expectations and believe that every child has the ability to achieve and be a thoughtful and reflective historian. We strive to deliver a History curriculum supported by the David Weatherly History Scheme and membership to The History Society, that is accessible to all and aspire to have our children leave the school with a breadth, depth and wealth of historical knowledge that will allow them to succeed.

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| Reception | Year 1 | Year 2 | Year 3 & Year 4 | Year 5 & Year 6 |
| **All About Me**  **Children Explore:**   * Themselves * Families * Friends * Our bodies * How we can look after ourselves, others and our classroom   **Dinosaurs**  **Children Explore:**   * Different types of prehistoric reptiles   **Growing & Changing**  **Children Explore:**  Observe seasonal changes  **People Who Help us**  **Children Explore:**  Different jobs that people do   * Painting self-portraits * (Joan Miro) * Drawing family pictures * Making cotton-bud skeletons * Singing nursery rhymes   Observational drawing of ‘My Bear’  Create moves to ‘Dance of the Fossils’  Sculpting fossils  Curiosity boxes  Creating cave paintings of animals  Finding out about the past (Mary Anning) | Who is Beatrix Potter and why is she famous?  Research Florence Nightingale  why is she significant in history– Local focus: Hospitals  in Gloucestershire  now  How have toys changed over time?  Local focus: Jefferson  Toy Collection  <https://www.cheltenhammuseum.org.uk/collection/the-jefferson-toy-collection/>  Wilson Museum resources Cheltenham  Sequence 3 or 4 old toys from distinctly different periods of time and Match objects to people of different ages and use these to find answers to simple questions about the past  Use stories to encourage children to distinguish between fact and fiction Who was Guy Fawkes and why is he significant in history?  Compare adults talking about the past – how reliable are their memories?  Sequence events in their life and recognise the difference between past and present in their own and others’ lives  Remebranc Day  Significant Pirates in History | What were the causes and  consequences of the Great Fire of London?  Impact on our lives.  How have homes changed over timeTudor Homes  Queen Victoria Identify differences between ways of lifeduring Victorian times.  Compare 2 versions of a past event  Compare pictures or photographs of people or events in the past supported by a visit Gloucester Catherdral to see coronation burial places of Kings and Queens  Guy Fawkes an event beyond living memory that is celebrated nationally. Recognise why people did things, why events happened and what happened as a result .Timeline effect on lives today.  Remembrance Day - How did the First World War affect the lives of people where I live?  Explorers - Discuss reliability of photos/ accounts/stories  Use sources from connected History– observe and handle to answer questions about the past on the basis of simple observations  **Through out the periods studied children will:**   * Identify differences between ways of life at different times stuided * Recognise why people did things, why events happened and what happened as a result   . | How did life change from the Stone Age to the Iron Age?  Local focus: Crickley Hill’s Iron Age Fort and Skara Brae in Scotland  Sequence several events or artefacts  Understand more complex terms eg BC/AD  Find out about everyday lives of people in time studied    How can we find out about the civilisation of the Ancient Greeks and their influence on the western world?  Local focus link:  Cheltenham’s architecture, inspired by the Greeks  Use evidence to reconstruct life in Ancient Greece and identify key features and events of this period of time  What was life like for a Roman soldier in Britain?  Local focus:  Chedworth Roman Villa  Why did the Ancient Maya change the way they lived and What led to the decline of the Maya civilisation?  **Through out the periods studied children will:**   * Place the times studied on a time line * Use dates and terms related each unit and passing of time and begin to date events on a time line * Look for links and effects in time studied * Offer a reasonable explanation for some events * Compare with our life today * Identify reasons for and results of people's actions during periods studied * Look at the evidence available and begin to evaluate the usefulness of different sources and build up a picture of a past event * Identify and give reasons for different ways in which the past is represented and look at representations of the period – museum, cartoons etc * Choose relevant material to present a picture of one aspect of life in time past * Select and record information relevant to the study * Ask a variety of questions * Use the library and internet for research | Local focus: Tudor Tewkesbury  What was life like for people in Tudor Tewksbury – the importance of Tewksbury at the time with focus on The Battle of Tewkesbury.    Anglo Saxons: describe why, where and when the Scots and Anglo-Saxons invaded Britain and the significance of Sutton Hoo and what it told archaeologists about Anglo Saxon life.   Vikings: What did the Vikings want and how did Alfred help to stop them getting it?   * What was the ‘terror’ that appeared in Britain on June 8th 793? * Why was the design of their longships so important to the Vikings? * What were the two treasures that most Viking Norsemen wanted from Britain? * Viking horned helmets – historical fact or myth? * Why is Alfred the only King or Queen of England to have ‘the Great’ after their name?   Impact of The Battle of Britain? Why did Britain win the Battle of Britain and focus in on The Bliz and Evacuation  How was Ancient Egyptian society organised with an emphasis on civilisation and The River Nile.?  **Through out the periods studied children will:**   * Place current studies on time line in relation to other studies and use relevant dates and terms * Sequence up to 10 events on a time line * Make comparisons between different times in the past * Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings * Examine causes and results of great events and the impact on people * Compare beliefs and behaviour with another time studied * Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation * Know key dates, characters and events of time studied * Link sources and work out how conclusions were arrived at * Consider ways of checking the accuracy of interpretations – fact or fiction and opinion * Confidently use the library and internet for research * Use a range of sources to find out about an aspect of time past and recognise primary and secondary sources and be aware that different evidence will lead to different conclusions * Suggest omissions and the means of finding out * Bring knowledge gathered from several sources together in a fluent account |

By the time the children leave Glenfall in year 6, they will have a chronologically secure knowledge and understanding of our local and world history, establishing narratives within and across the periods they study. They will be able to eloquently describe the reasons for changes across history, how individual’s lives have shaped our nation and the effect that those changes have had on civilisations today. They will have a sound knowledge of the recurring subject specific concepts and vocabulary they have been immersed in. They will recognise the skills involved in being a successful historian through:

• Asking and answering valid questions about the past by thoughtful selection and organisation of relevant historical information

* Understanding the parallels and contrasts between life then and now
* Understanding that cause, consequence and motivation affect historical events, including: invasion, settlement, religion, civilisation, power, conflict, politics, reform and bias
* Understanding that interpretations can be challenged and may be changed in the light of new evidence

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* Investigating, organising and effectively communicating their historical findings
* Exploring historical narrative and sequencing, gaining a sense of chronology and duration
* Understanding the contribution and significance of key individuals in history
* Sharing their understanding and beliefs through verbal class discussions and debates

  