

Lord Deramore's Primary School - History Curriculum Progression Plan

**Intent:** Lord Deramore's high-quality history curriculum enables pupils to understand our world and their place in it. It is taught through exciting topics and enriching experiences which help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our engaging history curriculum helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies, as well as their own identity and the challenges of their time. We make use of York's rich history to enable children feel a sense of ownership and connection to the city. Pupils are inspired to know more about the past and the way events and changes in history influence our lives today. Our approach enables pupils to think critically, and to develop perspective and judgement.

**Implementation:** History is taught primarily through Phase topics each term. Topics are on a two or three year cycle depending on the number of classes in the phase. Enrichment activities including visitors, experiences and educational visits are carefully planned to enhance the topic and provide first hand and memorable experiences. Progression across each year group and phase is outlined in the progression document, along with key vocabulary, knowledge and skills that children will be taught.

**Impact:** History knowledge and skills are assessed by teaching staff throughout a topic and reported at the end of each year via each child's school report. Assessment may be made through observation, talking with children, recorded work. History subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations.

| History                       | Phase 1  |   | Phase 2  |   | Phase 3   |   |  |
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|                               | EY   | Y1  | Y2   | Y3  | Y4  | Y5  | Y6   |
| <b>Knowledge &amp; skills</b> | <p><u>Understanding the World: Past and Present</u><br/> <b>ELG:</b> Talk about the lives of the people around them and talk about their roles in society.<br/>                     Know some similarities and differences between things in the past and now, drawing on experiences and stories.<br/>                     Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>Historical Skills</u><br/>                     Talk about things that happened in their past and in the lives of those around them.<br/>                     Develop an awareness of the past, using common words and phrases relating to the passing of time, through stories.<br/>                     Understand key features of events.</p> <p><u>Historical Knowledge</u><br/>                     Know some similarities and differences between things in the past and now, drawing on experiences and stories.<br/>                     Changes within living memory. Where appropriate, these should be use to reveal aspects of change in national life.</p> |   | <p><u>Historical Skills</u><br/>                     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.<br/>                     Use a wide vocabulary of everyday historical terms.<br/>                     Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><u>Historical Knowledge</u><br/> <b>Roman Britain</b><br/>                     Learn about the achievements of the earliest civilizations (Empire, army, buildings, beliefs)<br/>                     Changes in Britain from the Stone Age to the Iron Age<br/>                     Know about at least three things that the Romans did for our country.<br/>                     Know why the Romans needed to build forts in this country.<br/>                     Know that Rome was a very important place and many decisions were made there.<br/>                     Know about the lives of at least two famous Romans.<br/> <b>Great Fire of London</b><br/>                     Know about some events beyond living memory that are significant nationally or globally<br/>                     Learn about some British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Explorers</b><br/>                     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 (<b>Captain Cook, Neil Armstrong</b>)<br/> <b>Schools Then and Now</b><br/>                     Know about some significant historical events people and places in their own locality. (<b>Sheena Powley, Lord Deramore's, Joseph Rowntree</b>)<br/> <b>On the Move</b><br/>                     Know about some events that have happened within living memory. Know about the lives of some significant individuals in the past who have contributed to national and international achievements. Know about how lives of significant individuals and events are commemorated (<b>trains, Stephenson</b>)<br/>                     Local history studies of York and Heslington (<b>schools then and now linked to the old school</b>)</p> |   | <p><u>Historical Skills</u><br/>                     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.<br/>                     Note connections, contrasts and trends over time and develop the appropriate use of historical terms.<br/>                     Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance.<br/>                     Construct informed responses that involve thoughtful selection and organisation of relevant historical information.<br/>                     Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p><u>Historical Knowledge</u><br/> <b>Stone Age</b><br/>                     Changes in Britain from the Stone Age to the Iron Age (<b>stone age – cave paintings, pottery, inventions, lifestyle, animals</b>)<br/>                     Know about how stone age people hunted for their food and what they ate.<br/>                     Know about many of the differences between the stone, bronze and iron ages.<br/>                     Know what people learned from stone-aged paintings.<br/>                     Describe what a typical day would have been like for a stone age man, woman or child.<br/> <b>Anglo-Saxons</b><br/>                     Britain settlement by Anglo-Saxons and Scots (<b>timeline, Invasion, life and changes to Britain, beliefs</b>)<br/>                     Know where the Anglo-Saxons came from.<br/>                     Know at least two famous Anglo-Saxons.<br/>                     Use a time line to show when the Anglo-Saxons were in England.<br/>                     Know the link between Anglo-Saxons and Christianity.<br/>                     Know that many Anglo-Saxons were farmers.<br/>                     Know that the Anglo-Saxons gave us many of the words that we use today.<br/> <b>Vikings</b><br/>                     The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<b>Timeline, Invasion and settlement, Viking life in Britain, beliefs</b>)<br/>                     Know that Britain was invaded on more than one occasion.<br/>                     Know that the Anglo-Saxons and Vikings were often in conflict.<br/>                     Know how to use a timeline to show when the Viking raids started.<br/>                     Know why the Vikings often overpowered the Anglo-Saxons.<br/>                     Show on a map where the Vikings came from and where they invaded our country.<br/>                     Know that many Vikings came to our country as peaceful farmers.<br/> <b>Heslington now and then</b><br/>                     Local history studies of York and Heslington (<b>Heslington village, York and the Vikings</b>)<br/> <b>WWII</b><br/>                     Events beyond living memory that are significant nationally or globally<br/>                     Theme of British history that extends pupils' chronological knowledge beyond 1066<br/> <b>Mayans</b><br/>                     .A non-European society (<b>Timeline, food, religion, numbers and writing</b>)<br/> <b>EGYPTIANS</b><br/>                     Achievements of the earliest civilizations (<b>timeline, customs, beliefs, architecture, writing</b>)<br/> <b>The Greeks</b><br/>                     Achievements of the earliest civilizations (<b>Ancient Greece – alphabet, crafts, mathematics</b>)<br/>                     Know about and can talk about the struggle between the Athenians and the Spartans.<br/>                     Know about some of the things the Greeks gave the world.<br/>                     Know that the Greeks were responsible for the birth of the Olympic Games.<br/>                     Know that the Greek Gods were an important part of Greek culture.<br/>                     Know how to locate Greece on a map.</p> |   |  |
| <b>Expectations</b>           | <p>Know about and can name some of the changes that have happened since they were born.</p> <p>Know about someone from the past – personal and famous<br/>                     Know about some famous events in history</p>  | <p>Know about and can name many of the changes that have happened since they were born.<br/>                     Give examples of things that were different when their grandparents were children.</p> <p>Know about someone famous who was born or lived in York.</p> | <p>Know about an event that happened in the lifetime of their grandparents were born. Know about how things were different when grandparents were alive.</p> <p>Recount the life of someone famous from Britain who lived in the past and</p>  | <p>Talk about events that have happened beyond living memory.<br/>                     Talk about key events in a period of history. Understand the purpose of a timeline to show periods in history.</p> <p>Talk about what was important to different cultures and civilisations.<br/>                     Summarise how Britain may have</p> | <p>Know that there were many advanced civilizations on Earth 3000 years ago. Use a timeline to identify key time periods in history. Know some key events from a period in history.<br/>                     Know how our locality today has been shaped by what happened in the past.</p>  | <p>Describe events from the past using dates when things happened. Draw a timeline with different historical periods showing key historical events or lives of significant people.<br/>                     Know and order key events from a period in history.</p> | <p>Know how to place features of historical events and people from the past societies and periods in a chronological framework. Know about the main events from a period of history, explaining the order of events and what happened.</p> |

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|                         | <p>Describe what they notice about old and new objects. Know and label whether something is old or new.</p>  | <p>Know why there is a monument to a famous person or event in York.</p> <p>Use words and phrases like <i>before, after past, present, then</i> and <i>now</i>. Spot old and new things in a picture.</p> <p>Know how to ask and answer questions about old and new objects.</p> | <p>know about what they did to make the world a better place. Recount the life of someone famous who lived outside Britain and explain why they were famous. Know what certain objects from the past might have been used for.</p> <p>Know how to use books and the internet to find out more information about the past. Know how to find out things about the past by talking to an older person.</p>   | <p>learnt from other countries and civilizations</p> <p>Know what historical artefacts tell us about life in the past</p> <p>Research what it was like for children in a given period of history.</p> | <p>Know about the impact that one period of history has had on the world. Know how historic items and artefacts have been used to help build up a picture of life in the past. Research to find answers to specific historical questions about our locality. Describe what crime and punishment was like in different time periods. Describe what life was like for the rich and poor.</p>  | <p>Know how an event or events from the past has shaped our life today. Know how Britain has had a major influence on the world. Explore what historical artefacts tell us about life in the past. Know how crime and punishment has changed over a period of time. Know how the lives of wealthy people were different from the lives of poorer people.</p> | <p>Know that many of the early civilizations gave much to the world. Use historical artefacts to build up a picture of life in the past. Research in order to find similarities and differences between two or more periods of history. Paying particular regard to poverty, wealth, crime and punishment and monarchy.</p> |
| Vocabulary              | <p><u>Toys Now and Then</u><br/>Names of toys, names of materials, time periods, parents, grandparents, baby,<br/><u>Key Individuals</u><br/>York, statue, important, monument, individual people, event,<br/><u>Journeys</u><br/>Seaside, holiday, Victorian, Queen Victoria, bathe, bathing suit, swimming suit, changing booth, steam train<br/><u>Schools</u><br/>School, classroom, playground, chalk board, slate, Victorian, rows,<br/><u>Adventures</u><br/>Explorers, exploration, important, discover, words to describe where the adventure took place e.g. polar, space, names of significant explorers in history<br/><u>Our World</u><br/>Holiday, journey, Victorian, Queen Victoria, steam train, Queen Elizabeth II, modern<br/><u>All</u><br/>Now, then, past, story, tomorrow, yesterday, last year, old, new</p> |  | <p><u>Weather</u><br/><u>Great Fire of London</u><br/>Capital city, London, England, River Thames, job, chimney sweep, blacksmith, apothecary, rat-catcher, gong farmer, spinner, chandler, cook, scullery maid, carpenter, musician, firefighter, information, diary, Samuel Pepys, <b>Rebuild</b>, King Charles II, Sir Christopher Wren, St Paul's Cathedral, The Monument, architect, declaration, flammable<br/><u>Romans</u><br/>Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, camber, highway, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts, Gods, goddesses, ritual, sacrifice, worship, festival, omen, superstition, prayer, Roman baths, tepidarium, frigidarium, caldarium, springs, strigil, aqueduct, hypocaust, great bath,<br/><u>Explorers</u><br/>Explorers names and countries, expedition related vocabulary e.g. space, moon, Apollo, Polar, North Pole, South Pole etc Important, significant, famous, person, people, explorer, explore, exploration, voyage, significant, expedition, racism, Greenland, Inuit, medal, remember, achievement, commemorated, commemoration<br/><u>School Now and Then</u><br/>School, classroom, playground, chalk board, slate, Victorian, rows, formal, informal, compare, strict, punishment, chant, rote, Queen Victoria<br/><u>On the Move</u><br/>Travel, transport, car, bus, aeroplane, bicycle, penny farthing, omnibus, sedan chair, horses and cart, engine, steam train, steam, electric, petrol, engine, George Stephenson, engineer, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine, track, railway, Industrial Revolution, Flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle<br/><u>All</u><br/>Century, year, present, past, change, modern, order, event, timeline, monarchy, king, queen <b>Source, reliable</b>, eyewitness, historical, long ago, truth, recent 18th century, 19th century, 20th century, 21st century, various decades (1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s)</p> |   | <p><u>World War II</u><br/>Active service, allies, annex, atomic (bomb), axis, commemorate, conscripted, Czechoslovakia, dogfight, air raid, air raid drill, air raid shelter, allotment, axis power, blackout, blitz, British Empire, concentration camp, D-Day, evacuee, forces, Anne Frank, gas mask, Adolf Hitler, holocaust, Jews, liberate, Nazi, propaganda, rationing, refugee, resistance, siren, Soviet Union, United Nations,<br/><u>Greece</u><br/>Amphitheatre, democracy, empire, government, hoplite, marathon, mount Olympus, Olympics, philosophy, Athens, demigod, labyrinth, empire, Pythagoras, doric column, Corinthian column, parthenon, Homer, tunic, fibulas, Hellenistic bowl, pyxis, Alexander the Great, Hippocrates, Plato, slave,<br/><u>Heslington Past and Present</u><br/>Queen Victoria, city, village, arithmetic, cane, dunce, reign, work house, slate, Prince Albert, bonnet, carpet beater, washing dolly, industrial revolution, workhouse, gentleman, chimney sweep, orphan, gruel, servant, maid, cotton mill, shilling, spinning top, carriage<br/><u>Anglo-Saxons and Scots</u><br/>invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, root meaning, village, town county, kingdom, settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre, Pagan(ism), Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great, medieval,<br/><u>Egypt</u><br/>BC, AD, Ancient, Egypt, Egyptian, , kingdoms, wealth, exhibit riverbanks, Nile, source, mouth, valuable, minerals, fertile, crops, desert, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead, Tutankhamun, pharaoh, tomb, treasures, sarcophagus, crown and sceptre, hieroglyphs, hieroglyphics, decode, translate, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet, irrigation, silt, cartouche, civilisation<br/><u>Anglo Saxons and Vikings</u><br/>Viking, raid, invade, Denmark, Norway, Sweden, Norse King, kingdom, Alfred the Great, Edward the Elder, Aethelflaed, King Athelstan, Danegeld, King Ethelred II The Unready, Saga, runes, Odin, Frigg, longhouse, Thing, outlaw, outlawed, law speaker, berserker, exile, invade, kingdom, longship. Outlawed, pagans, pillaged, raid criminal, justice, defendant, court, ordeal, wergild, Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings<br/><u>Stone Age</u><br/>Palaeolithic, Mesolithic, Neolithic, archaeology (ist), prehistoric, antler, iron pyrite, sandstone, ochre, neanderthal, charcoal, animal skin, cave art, copper ore, hunter gatherer, obsidian, bronze age, iron age, alloy, bronze, bone marrow, celt, iron, sacrifice, tribe,<br/><u>Chocolate</u><br/>Maize, codex hieroglyphs, scribe, sacrifice, pyramid, cacao beans, Pok aTok, Ahau/Ahaw, Batab, Chichen Itza, City-State, Classic Period, Haab, Hero Twins, Huipil, Itzamna, Kukulcan, kin, Pre-classic Period, Post-classic period, pyramid, Tikal, civilisation, codices, drought, jaguar, ritual,<br/><u>All</u><br/>BC/AD, artefacts, cultural, historical, source, archaeologist, excavation, archaeology, historian, evidence, interpretation, monarchy, rule, chronological</p> |  |   |
| Long Term Planning Link | <p>Year A<br/>Toys - Changes since they were born/Old and new objects/Generational differences<br/>Heroes - Key individuals/events and monuments in York<br/>Journeys - Changes since they were born/Old and new objects/Generational differences<br/>Year B<br/>Schools - Changes since they were born/Old and new objects/Generational difference<br/>Adventures - Key individuals/events and monuments in York<br/>Our World - Changes since they were born/Old and new objects/Generational differences</p>  |  | <p>Ongoing Thread - Historical Skills - chronological awareness of events, comparing similarities and differences, vocabulary, historical sources<br/>Year A<br/>Weather - significant events<br/>Great Fire of London - events from before living memory<br/>Romans - Early civilisations<br/>Year B<br/>Explorers - significant individuals<br/>School Then and Now - local history study<br/>On the Move - changes within living memory</p>  |   | <p>World War II<br/>Greece<br/>Heslington Past and Present<br/>Anglo-Saxons and Scots<br/>Egypt<br/>Anglo Saxons and Vikings<br/>Stone Age<br/>Chocolate</p>  |  |   |

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| Enrichment / Cultural Capital | Castle Museum<br>Railway Museum | Captain Cook Birthplace<br>York Open top bus tour<br>City walls and Yorkshire museum<br>Hull Street Life Museum/Yorkshire Air Museum/ Railway museum<br>National Science and Media Museum<br>Roman day in school incl Roman banquet<br>1950s school day<br>Great Fire of London Experience | Eden Camp<br>Jitterbug Dance experience<br>Castle Museum<br>Murton Park<br>Virtual Reality<br>Jorvik Viking Centre<br>Chocolate Story |
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