

History Subject Progression

<p>Purpose of Study</p>	<p>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.</p>		
<p>School Intent</p>	<p>At St Catherine's Catholic Primary School, we believe that an understanding of key historical concepts is vital for our children's development and our history curriculum intent is rooted in our curriculum drivers of being Amazing Adventurers, Confident Communicators, Ready Readers and Writers being Spiritual and Secure and Happy and Healthy'. It is our goal that all children should develop:</p> <ul style="list-style-type: none"> • a sense of chronology and time and an understanding of how people lived in the past. • an awareness of life in different societies or cultures and a knowledge of how beliefs and cultures influenced people's actions. • an understanding of cause and effect such as how events in history have changed our lives or affected the way in which we live as well as an understanding of how historical events and people have influenced our lives today. • an awareness of significant events and people in British and world history and a knowledge of local, national and international historical events. • the skills of enquiry, investigation, analysis, interpretation, evaluation and presentation. 		
<p>Teaching Sequence in History</p>	<ol style="list-style-type: none"> 1. Arouse curiosity through story 2. Place the history being studied in the chronological context of previous learning, using the class timeline 3. Review previous learning 4. Specify key vocabulary and its meaning 5. Use a variety of sources and/or artefacts to conduct historical enquiry 6. Interpret findings 7. Communicate historical knowledge and understanding appropriately 8. Evaluate learning and compare and connect with what they know about other historical periods and respond to key enquiry question 	<p>School's Pedagogical Approach</p>	<ol style="list-style-type: none"> 1. Daily review 2. Present new material using small steps 3. Ask questions 4. Provide models 5. Guide pupil practice 6. Check for pupils understanding 7. Obtain a high success rate 8. Provide scaffolds for difficult tasks 9. Independent practice 10. Weekly and monthly review

Curriculum Cycle A	Reception Y1	Y2	Y3/4	Y4/5	Y5/Y6
Possible Trip			School Camp (Yr4) Overnight stay in school (Yr3) Maiden Castle and New Barn Field Centre	Leeson House- Residential (yr5) School Camp (Yr4) Corfe Castle Bridport	Parliament/London Visit. Dorchester Museum and townhouse Cathedral Visit Heatree Residential (Yr6)
	Heroes and Heroines		Journeys Civilisation, Invasion and Empire.		
Autumn	Geography Project Focus Our Local Area and Capital Cities Local MP Prime Minister Guy Fawkes	History Project Focus Benjamin Jesty and Edward Jenner . Scientists of the first vaccination and the NHS and COVID.	History Project Focus Ancient Egypt Civilisation Farming, Art and Culture	Geography Project Focus Ordnance Survey Settlements and Land use over time. Mapwork.	History Project Focus Civilisation Ancient Greece Greek life and achievements. Impact on the Western world.

<p>Spring</p>	<p>History Project Focus My history The Pandemic and Lockdown</p> <p>Florence Nightingale Mary Seacole</p>	<p>Geography Project Focus Kenya FairTrade Farming in Kenya compared with Bridport</p> <p>Weather Land</p>	<p>Geography Project Focus Climate</p> <p>Temperate: UK/Italy Artic-Alaska/Greenland Tropical- Mexico/Brazil Desert- Mexico/Egypt</p>	<p>History Project Focus Invasion, Settlement.</p> <p>Anglo- Saxon invasion, settlements. Impact on us today- Place Names and village life</p>	<p>Geography Project Focus Ordnance Survey Cities of the UK -Dorchester/London/Dartmoor Map work- 6 fig grid ref. Longitude and latitude. Greenwich and the Meridian</p>
<p>Summer</p>	<p>Geography Project Focus Famous World explorers Sir Francis Drake Sir David Attenborough</p> <p>Sir Tim Peake.</p>	<p>History Project Focus Elizabeth I Elizabeth II Similarities and differences.</p>	<p>History Project Focus Civilisation and Invasion.</p> <p>The Iron Age Hill forts, Celtic life and tribes. Farming, Art and Culture</p>	<p>Geography Project Focus Volcanoes and Earthquakes Ring of fire Italy, Greece, Mexico</p>	<p>History Project Focus Invasion, Settlement and Empire The Romans and Us The Roman Empire and impact upon Britain</p>
<p>Vocabulary for projects</p>	<ul style="list-style-type: none"> • young, old, past, life, family, baby, toddler, child, adult, Mum, dad, Grandparent. • COVID, ,vaccine, nursing, hospitals • Nurse, Lady with the lamp, war, disease, clean, lockdown, germs. 	<ul style="list-style-type: none"> • Smallpox • Disease/plague • Vaccination/vaccine/ Yetminister. Farmer • Monarchy, Queen, Royal Family. • Coronation, London, Crown Jewels. Palaces. • Empire/reign/portraits • Commonwealth • Rule Britannia! Navy. 	<ul style="list-style-type: none"> • ancient, • civilisation. • Culture • Pyramid • Tomb • Farming • Irrigation • Nile • Pharoah • Mason • slave • hieroglyphs • Celt • Tribe • Warrior/farmer • Roundhouse • Hillfort • Maiden castle • Torc, tartan, • Farming, settlement • Iron, metal. • Romans 	<ul style="list-style-type: none"> • Angles • Saxon • Invade/settle/conquer • Village/burgh • Sutton Hoo • Viking • Laws • Christian • Warrior. Churchman, working man, slave. • King/Monarch 	<ul style="list-style-type: none"> • Athens city state • Democracy • vote • citizen/women/slaves • Gods • Alphabet • Marathon • Olympus • Parthenon • Military/soldier/hoplite • Helenes/Hellas • Sparta/Delphi/ • Pottery/tunic • Empire • Hill forst/townhouse • Hypocausts/latin/numerals • Architecture • Cathedrals • legacy

Vocabulary for chronology	<i>first, next, last, before, after, now, yesterday, tomorrow long ago, before my parents were born, around the time of Jesus, yesterday, then, when, now, last, next, before, after, first/second etc, days, months, prehistoric</i>	<i>years, century, period, later, earlier, since, long (after/before), at the same time (as), Tudor, modern</i>	<i>BC/AD. Century Millennium, period, old, ancient, modern Tudor, Prehistory, Stone Age, Bronze Age, Iron Age. Egyptian.</i>	<i>BC/AD. Century Millennium, period, old, ancient, modern Tudor, Prehistory, Stone Age, Bronze Age, Iron Age. Anglo Saxons, Vikings, Roman, Egyptian</i>	<i>BC/AD. Century Millennium, period, old, ancient, modern Tudor, Prehistory, Stone Age, Bronze Age, Iron Age. Anglo Saxons, Vikings, Roman, Egyptian, Greece, Norman.</i>
Vocabulary for history talk	<i>Artefact, source, newspaper, internet, photo, question</i>	<i>document, record, evidence, test, archaeologists, Artefact, source, portraits, newspaper, internet, photo, question, similarity, difference,</i>	<i>primary/secondary, source, theory, myth/legend, folklore, source, artefact, excavate, fact, fiction archaeologist, tomb, wall painting, pottery</i>	<i>primary/secondary, source, theory, myth/legend, folklore, source, artefact, excavate, archaeologist, tomb, wall painting, pottery, opinion, biased, trustworthy,</i>	<i>primary/secondary, source, theory, myth/legend, folklore, source, artefact, excavate, archaeologist, tomb, wall painting, pottery, opinion, biased, trustworthy,</i>
MILESTONES Knowledge about the past	<p>Pupils should:</p> <ul style="list-style-type: none"> remember and talk about significant events in their own experience. talk about past events in own lives and family members. <p>Pupils should know:</p> <ul style="list-style-type: none"> some of the events and the cause and effect of the COVID pandemic. Some of the cause and effect of the changes in 	<p>Pupils should know:</p> <ul style="list-style-type: none"> About significant people from the past and within their own memory. remember and talk about significant events in their own experience. Role played by significant individuals in the history of Great Britain. Some of the cause and effect of the changes in vaccination today and in the past. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> About the achievements of the earliest civilisations Farming Art Culture Key people, Moses and Neferti <p>Pupils should know about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone age to the Iron Age: 	<p>Pupils should know:</p> <ul style="list-style-type: none"> about Britain's settlement by the Anglo Saxons. <p>They should learn about invasion, settlements and kingdoms and the legacy of the Anglo Saxons in Britain</p> <p>They should learn about farming and village life and the different types of people in this society.</p> <p>They should understand and know about Anglo Saxon art using Sutton Hoo</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> about life in Ancient Greece and how the development of their culture had an influence on the Western world during the Renaissance period. Democracy, science, medicine, language. Language/Latin <p>Pupils should know:</p>

	<p>nursing today and in the past.</p> <ul style="list-style-type: none"> • how and why Florence Nightingale, Mary Seacole achieved and the similarities and differences between them. 		<ul style="list-style-type: none"> -They should be able to explain and understand the purpose of hill forts and how Iron age people lived. -They should be able to compare this to how we live now. -They should understand the nature of tribes in the UK and know about this locally. (durotrige) -They should be able to explain aspects of Celtic life and achievements such as farming, art and beliefs. -They should be able to describe a Celt. -They should be able to place them on a timeline alongside the Prehistoric, and Roman periods. Anglo Saxon and Norman periods 	<p>They should know that Bridport is a Saxon settlement.</p> <p>They should be able to compare this to how we live now.</p>	<p>In depth knowledge of local history</p> <ul style="list-style-type: none"> -Romanisation of the local area Dorchester and Exeter. -Development of Roman settlements and Roman homes. -Features left in the landscape- amphitheatre, Maumbury rings, Roman Walls. <p>A theme that extends knowledge beyond 1066.</p> <ul style="list-style-type: none"> -The legacy of Roman culture - Language and learning -Architecture- Romanesque building and Cathedrals
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<p>MILESTONES Understanding</p>	<ul style="list-style-type: none"> ● Show interest in different occupations and ways of life. ● Know some things that make ourselves unique ● Talk about similarities and differences between us. ● Recognise the difference between past and present. ● Use common words and phrases, or answer simple questions to sequence events. ● Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'. 	<ul style="list-style-type: none"> ● Sequence events and explain their thinking; start to note connections over time.. ● Independently identify similarities and differences between people, places, events or ways of life (when the subjects are provided for them). 	<ul style="list-style-type: none"> ● Note connections over time. ● Date events to the year. ● Start to identify themes within and between topics. ● Use and explain facts when explaining events. 	<ul style="list-style-type: none"> ● Note connections, contrasts and trends over time, places and cultures. ● Use the year confidently to date events and sometimes the month and day. ● Comment on change, cause and effect using evidence to explain their thinking. ● Identify themes within and between topics. 	<p>Sequence and structure complex subjects and themes.</p> <ul style="list-style-type: none"> ● Establish clear narratives within and across periods, and at local, national and world level. ● Start to use their secure sense of chronology to inform their wider learning. ● Start to use different levels of events, and explain why that may be appropriate. ● Compare and contrast places, people and cultures justifying their ideas with evidence.
<p>MILESTONES Investigating the past</p>	<ul style="list-style-type: none"> ● Use photos to compare past and present. ● Listen to and ask questions to visitors sharing their experiences of the past. ● Ask and answer simple questions about what they have heard. ● Explain the difference between real and made up ● Children access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them. ● Use parts of stories to show that they 	<ul style="list-style-type: none"> ● Show curiosity by voluntarily asking questions about what they have heard or read. ● Understand and explain the difference between fact and fiction. ● Start to select and use a range of books, websites, photos recordings, artefacts and other sources to learn about the past. ● Choose and use parts of stories to show that they understand key features of events. 	<ul style="list-style-type: none"> ● Explain the difference between primary and secondary sources. ● Independently select and use sources to satisfy their curiosity about the past. ● Start to show awareness that there are sometimes different versions of what happened. ● Explain how the past can often be interpreted to form opinions. 	<ul style="list-style-type: none"> ● Ask and answer historically valid questions (e.g. about contrast, cause and effect, reliability). ● Select and use sources to construct their own opinions about the past. ● Start to explain the usefulness and reliability of different sources (e.g. by explaining their choices in selecting sources). ● Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this. ● Start to critique other people's opinions about the past using evidence for their views. 	<ul style="list-style-type: none"> ● Select, organise and use information from more than one source to construct an informed response and/or opinion. ● Explain the usefulness and reliability of different sources. ● Start to develop perspective and judgement by explaining how historical facts are often interpreted to support opinions. ● Accurately summarise other people's opinions about the past. ● Start to suggest reasons for connections over time and across places and cultures. ● Comment on impact and legacy.

	<p>understand historical events.</p> <ul style="list-style-type: none">• Show some understanding of the ways we can find out about the past (e.g. books, museums, artefacts, archaeology).	<ul style="list-style-type: none">• Identify ways in which the past is represented (e.g. fiction, illustrations, film, song, museum displays).	<ul style="list-style-type: none">• Discuss reliability of photos/accounts Stories.		<ul style="list-style-type: none">• Compare accounts of events from different sources and offer reasons for different versions.• Start to use quote marks when using sources for evidence.
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