

How our History curriculum is constructed



Our **'progression'** details how our pupils learn the National Curriculum content. Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember, some people call this **'disciplinary knowledge'**, and the language and skills are sequentially introduced as per the diagram to the right.

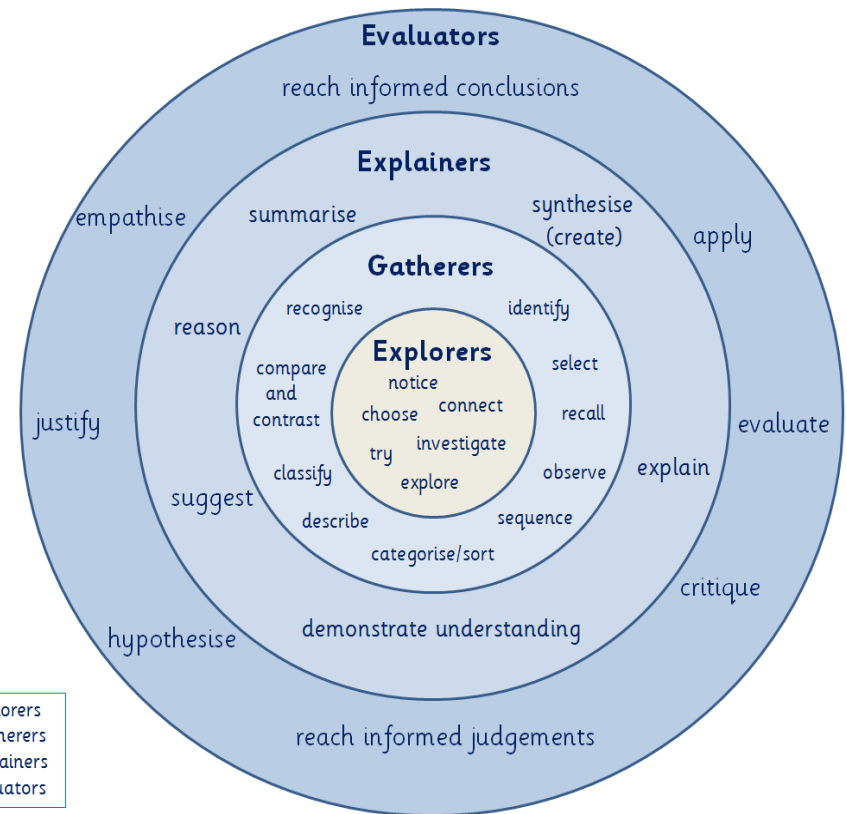
'Overview' details what is taught and when.

The progression document and our skills and techniques are sequenced small building blocks to enable children to achieve our **'key objectives' (end points)** we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the **'sticky knowledge'**, what some people call **'substantive knowledge'**, and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

Protected characteristics and **British Values** are actively promoted at Appledore School by how we act, treat one and in what we learn. Examples of how we actively teach protected characteristics in history include: Black History Month (race); Marie Curie (sex); Christopher Columbus (race); Amelia Earhart, Amy Johnson (sex); Mary Seacole (race); Florence Nightingale, Edith Cavell (sex)

For our younger children in Key Stage 1 **history is** learning about the past through sources of information and using these sources to compare the past with today. For children in Key Stage 2 history is learning about the past through primary and secondary sources of information and using these sources to understand how the past impacts us and others now



Definitions & Phrasing

Explorers

Notice: see something and pay attention to it
Choose: decide on something for a purpose
Connect: make links between ideas and/or actions
Investigate: find out about something (with a focus)
Try: have a go at something that could be new or hard
Explore: willingness to try out new things

Gatherers

Recognise - see something and know that it is similar to something you have seen before.
Compare/contrast - say how something is the same or different to something else.
Classify - group things according to their similarities
Describe: - recall something in detail or talk about an observation in detail
Categorise/sort - the action of classifying
Sequence - place a set of events into an order.
Observe - notice something and say how it links to the learning.
Recall - remember something learnt previously
Select: - choose the information most suitable and relevant.
Identify - understand something recalled or observed.

Explainers

Summarise: Write or say a shortened version to give the key facts and events.
Reason: Thinking about something in a logical way to respond to a question or challenge.
Suggest: Write or say ideas that could work in response to a question or challenge.
Demonstrate understanding: share what you know and can explain using words, images or actions.
Explain: Write or say how or why something happened the way it did
Synthesise: Create statements or questions using ideas and facts.

Evaluators

Reach informed conclusions: sum up the main points about something supported by evidence.
Empathise: place yourself in another's position.
Justify: give reasons supported by evidence to show what you consider right or reasonable.
Hypothesise: use your past knowledge and available facts to try and predict what might happen (make a good educated guess).
Reach informed judgement: express a personal view about something supported by evidence.
Critique: consider the validity or trustworthiness of evidence
Evaluating: weigh up and judge the relative importance of something compared with other ideas and arguments.
Apply: make use of information in a given situation/

Beginning to, developing and other similar phrasing means:

Teachers or TA's guide and support children to complete activities and/or demonstrate understanding.

In Key Stage 1 activities supported by adults through resources used, direction given and questions asked.

In Key Stage 2 teachers will explain, model and/or demonstrate before typically ask children to complete an activity with staff available to continue to support and guide towards successful completion/achievement.

Use, understand, know, secure and other similar phrasing means:

Children are secure in their understanding of knowledge and concepts and confidently and independently use and apply skills to achieve a desired outcome.

History (H1/1a – H7/6b)

Yr		FSU	1	2	3	4	5	6
		Explorers	Gatherers		Explainers		Evaluators	
Key Vocabulary		Topic specific vocabulary to be found in half termly enquiry planners						
		past present change similar difference time		source artefact evidence historical BC AD compare similarities experience events		cause significance legacy consider conclude recognise according to draw upon		
Talk and write about events that happened in the past using evidence (1)	a) Understand the past through settings, character and events encountered in books read in class and storytelling.	a) Begin to develop an awareness of the past through observing and describing personal experience and stories	a) Develop an awareness of the past through observing and describing the recorded experiences of others	a) Using scaffolds to support, write an account to describe and explain a historical event, using evidence.	a) Begin to write an account to describe and explain a historical event, using evidence.	a) Write accounts to describe and explain historical events and begin to use evidence to form reasoned judgements/ conclusions.	a) Write accounts to describe and explain historical events, using evidence to form reasoned judgements/ conclusions.	
	b) Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.	b) Use common words and phrases relating to the passing of time, e.g. Past, before, now, then to identify and describe events in the past in discussion.	b) Use a wide vocabulary of everyday historical terms in discussion and starting to in written work	b) Begin to select appropriate language from a range of historical vocabulary in verbal and written work.	b) Select appropriate language from a range of historical vocabulary in verbal and written work.	b) Begin to demonstrate an understanding of the appropriate use of historical language and vocabulary in verbal and written work.	b) Consistently demonstrate an understanding of the appropriate use of historical terms in verbal and written work.	
			c) Use common words and phrases relating to the passing of time to compare and contrast periods of time in written work and discussion	c) Begin to demonstrate an understanding of the appropriate use of historical terms	c) Demonstrate an understanding of the appropriate use of historical terms	c) Create clear narratives within a given period explaining how and why they existed, using evidence to justify.	c) Create clear narratives within and across historical periods, explaining how and why they existed and making links between them, using evidence to justify	

Ask and answer questions about the past (2)		a) Show curiosity about the past, selecting questions to ask	a) Ask and answer questions, selecting and using parts of stories and other sources to show that they know and understand key features of events.	a) Begin to suggest lines of enquiry based on artefacts or historical events.	a) Suggest lines of enquiry based on artefacts or historical events.	a) Begin to respond to and sometimes create historical questions about change, cause, similarity and difference and significance.	a) Respond to and sometimes create historical questions about change, cause, similarity and difference and significance.
				b) Begin to create thoughtful responses that involve selecting and categorising relevant historical information	b) Create thoughtful responses that involve selecting and categorising relevant historical information	b) Begin to reach informed conclusions that involve thoughtful selection and organisation of historical knowledge	b) Reach informed conclusions that involve thoughtful selection and organisation of historical knowledge.
How we know what happened in the past (3)		a) Recognise some of the ways in which we find out about the past	a) Recognise some of the ways in which we find out about the past and identify different ways in which it is represented.	a) Begin to demonstrate understanding of and explain how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.	a) Demonstrate understanding of and explain how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.	a) Begin to demonstrate an understanding of methods for historical enquiry; how evidence is used to make historical claims.	a) Demonstrate an understanding of methods for historical enquiry; how evidence is used to make historical claims.
				b) Begin to suggest and reason why different people may have given differing accounts of the same historical event.	b) Suggest and reason why different people may have given differing accounts of the same historical event.	b) Begin to empathise in order to consider the view point of each person.	b) Empathise in order to consider the view point of each person.
Order events from the past (4)		a) Recognise and identify where the people and events they study fit within a chronological (sequential) framework linked to their own	a) Recognise and identify where the people and events they study fit within a chronological framework that is beyond their own experiences	a) Recall and sequence significant periods in British history, identifying BC and AD eras.	a) Recall and sequence time periods studied, demonstrating understanding of BC and AD eras.	a) Recall and sequence periods studied on a world history timeline.	a) Demonstrate an understanding of and sequence significant historical events and periods studied fit on a world history timeline.

		experience, e.g. relative to great grandparents, parents etc.					
Difference and change over time (5)		a) Recognise that things change with the passing of time within their own experience.	a) Identify, compare and contrast ways of life in different periods	a) Begin to create (synthesise) and respond to historical questions about change, cause, similarity and difference.	a) Create (synthesise) and respond to questions about change, cause, similarity and difference	a) Begin to identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why.	a) Identify some connections, contrasts and trends over time, reaching informed conclusions as to how and why.
		b) Categorise objects/images from the past and present	b) Categorise wider range of objects/images from the past and present	b) Begin to recognise some connections, differences and patterns over time and explain why they may exist.	b) Recognise some connections, differences and patterns over time and explain why they may exist.	b) Continue to recognise some connections, differences and patterns over time and explain why they may exist.	b) Begin to evaluate different accounts of the same historical events to form reasoned judgements about their importance/ validity.
		c) Begin to describe thoughts and recall stories through pictures, words, role play and construction.	c) Describe thoughts and recall stories through pictures, words, role play and construction				
Why some events from the past are significant (6)		a) Begin to recognise that some events in the past change people's lives, e.g. someone invents the plane then people can fly	a) Recognise that some events in the past change people's lives, e.g. the impact of The Great Fire of London or Stephenson's Rocket.	a) Begin to explore the impact/ legacy of significant events and people and explain why they are important, e.g. The discovery of The Rosetta Stone.	a) Suggest reasons for the impact/ legacy of significant events and people and explain why they are important, e.g. The battle between the Iceni and the Romans	a) Begin to form reasoned judgements about decisions made in the past and their impact on the world today.	a) Form reasoned judgements about decisions made in the past and their impact on the world today.
						b) Begin to hypothesise, using evidence, how our actions may impact tomorrow's world.	b) Hypothesise, using evidence, how our actions may impact tomorrow's world.
How the past may affect our				a) Begin to express thoughts and opinions about historical events and their impact,	a) Express thoughts and opinions about historical events and their impact, through	a) Begin to understand and evaluate the impact/ legacy of periods	a) Understand and evaluate the impact/ legacy of periods

lives today (7)				through summarising key points and ideas.	summarising key points and ideas.	studied on the UK/world	studied on the UK/world b) Demonstrate an understanding of social, religious and cultural diversity in Britain and the wider world.
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History Curriculum Overview

	FSU	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1						History of Plastic (timeline)	
Autumn 2	Guy Fawkes Remembrance Day <i>Black and British by David Olusoga</i> Jack Leslie	<i>Black and British by David Olusoga</i> WWI	<i>Black and British by David Olusoga</i> The Victorians	<i>Black and British by David Olusoga</i> The Stuarts	How and why did the Romans change Britain? <i>Black and British by David Olusoga</i> The Romans	What impact did the Anglo-Saxons have? Would the Vikings do anything for money? <i>Black and British by David Olusoga</i> The Tudors	World War II Why was winning the Battle of Britain in 1940 so important? What was life like during WWII? <i>Black and British by David Olusoga</i> WWII
Spring 1		How has nursing changed through time?	Has the world always had superheroes?- Grace Darling	Marie Curie - What did Marie Curie do for us?	How and why have our diets changed over the past 104 years?	The Great Plague	How has life expectancy changed for the people of Appledore in the last 250 years?
Spring 2		What happened during the Great Fire of London?	What does it take to be a great explorer?	Bronze Age - What is the secret of the standing stones?	Why is Anthony considered a great Victorian?		
Summer						Why did Elizabeth 1	The Last of England -

1						sea dogs make King Phillip of Spain so angry?	How did the artist Ford Madox Brown portray migrants sailing to a new life overseas?
Summer 2		What was life like in a castle?	How have seaside holidays changed over 100 years?	Ancient Egypt - Why was the river Nile important to the Ancient Egyptians?			

History 'Sticky' (substantive) Knowledge		History Key Objective (end points)
FSU	<p>Recall why we have Bonfire Night and fireworks. Recall who Guy Fawkes was and what he did. Talk about the clothes that are the same/different to us. Say why people wear poppies.</p>	<ol style="list-style-type: none"> 1. Talk about the lives of the people around them and their roles in society; 2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 3. Understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1	<p>How has nursing changed through time?</p> <ul style="list-style-type: none"> • Know what a significant person is and recognise the significant people in your life, e.g. family, friends • Know who Florence Nightingale is and why she is a significant person in history • The key changes that Florence Nightingale made in hospitals, e.g. hand washing and infection control • Know who Edith Cavell is and why she is important, e.g. how she treated soldiers from both sides of the war. • The similarities and differences between Edith Cavell and Florence Nightingale • How modern nursing is different from nursing in the past, e.g. cleanliness, infection control, better facilities, better technology, better equipped hospitals. <p>What happened during the Great Fire of London?</p> <ul style="list-style-type: none"> • Understand that the fire happened in the past and know how it started- the bakery. • Know why the fire spread so quickly, e.g. the houses being close together, the wind, what the houses were made of. • Know that Samuel Pepys is an important person in history and that we can learn about the past through diaries • Know that artefacts can help us understand what happened 	<p>By the end of Year 1 and using a range of (primary and secondary) historical sources, our young historians are developing into gatherers and demonstrate developing understanding of the differences between the past and present and how we know what happened in the past to:</p> <ol style="list-style-type: none"> 1. Use common words and phrases relating to the passing of time, e.g. Past, before, now, then to identify and describe events in the past in discussion 2. Recognise and identify where the people and events they study fit within a chronological (sequential) framework linked to their own experience, e.g. relative to great grandparents, parents etc. 3. Recognise that things change with the passing of time within their own experience.

	<ul style="list-style-type: none"> ● Know what St Paul's cathedral is and how it has changed since the fire- compare pictures of the cathedral ● Know how firefighters and fire engines have changed, compare fire engines and look at how they are different. Look at the equipment they have now. <p>What was life like in castle?</p> <ul style="list-style-type: none"> ● Know why there are so many castles in Britain, e.g. they were a sign of wealth, provide fortresses for English armies. ● Know who built the castles and their uses ● Know the typical exterior features of a castle and design your own castle with these features, e.g arrowslits, battlements, moat, drawbridge ● Know the roles of people who worked inside a castle, e.g. cook, servants ● Know there are different types of castle and make a reasoned decision as to whether a castle should be made out of wood or stone. 	
Year 2	<p>Has the world always had superheroes? (Grace Darling)</p> <ul style="list-style-type: none"> ● Know where Grace Darling fits on a timeline. ● Know that Grace Darling carried out a rescue. ● Understand why Grace Darling is a significant historical figure and explain how her life was different to the present day (for example - no technology).. ● Know that her rescue changed the modern lifeboat service (by creating a more coordinated service) . ● Know how the modern lifeboat service helps us (giving advice for how to stay safe in the water, how to contact the lifeboat service). <p>What does it take to be a great explorer?</p> <ul style="list-style-type: none"> ● Know what it takes to be a good explorer (brave, ambitious, determined). ● Know about some key explorers and the main features of their missions (Columbus, Neil Armstrong, Amy Johnson, Ranulph Feinnes). ● Be able to say why the following had the necessary attributes to be an explorer: Columbus, Neil Armstrong, Amy Johnson, Ranulph Feinnes, ● Know some of the attributes explorers will need for the Mars Mission (brave, ambitious, determined). <p>How have seaside holidays changed over 100 years?</p> <ul style="list-style-type: none"> ● Know some of the things people did at the seaside 100 years ago (donkey rides, using bathing machines, making sandcastles, walking along the promenade). ● Know that some of the reasons people went to the seaside 100 years ago were the same as today and that some of the reasons were different (for health, travelling by steam train, rich people, for the day). 	<p>By the end of year 2 and using a range of (primary and secondary) historical sources, our young historians have become secure gatherers and demonstrate an understanding of the differences between the past and present and how we know what happened in the past to:</p> <ol style="list-style-type: none"> 1. Use a wide vocabulary of everyday historical terms in discussion and start to in written work 2. Ask and answer questions, selecting and using parts of stories and other sources to show that they know and understand key features of events. 3. Recognise and identify where the people and events they study fit within a chronological framework that is beyond their own experiences 4. Identify, compare and contrast ways of life in different periods
Year 3	<p>What did Marie Curie do for us?</p> <ul style="list-style-type: none"> ● Be able to recount the main events in Marie Curie's life ● Know Marie Curie's main achievements and understand why these events were significant for the whole world 	<p>By the end of Year 3 and using a range of (primary and secondary) historical sources, our young historians are developing into explainers and demonstrate developing understanding of how and why we research the past and how to</p>

	<ul style="list-style-type: none"> ● Know that the choices people make can have an impact on their life and the lives of others ● Know that the role and recognition of women in society has changed ● Know and understand the role of the Marie Curie charity and her legacy <p>Bronze Age – What is the secret of the standing stones?</p> <ul style="list-style-type: none"> ● Know that the Bronze Age comes after the Stone Age and Before the Iron Age ● Know how life in the Bronze Age is similar or different to today ● Understand why time periods change ● Know what 3 significant things the Bronze Age discovered <p>Why was the River Nile so important to Ancient Egyptians?</p> <ul style="list-style-type: none"> ● Know when in history Ancient Egypt was ● Know how life in Ancient Egypt has changed over time ● Understand how we have learnt about Ancient Egypt from artefacts and historical events. ● Know the uses of the River Nile to people living in Ancient Egypt 	<p>explain its impact on the present.</p> <ol style="list-style-type: none"> 1. Begin to select appropriate language from a range of historical vocabulary in verbal and written work. 2. Begin to suggest lines of enquiry based on artefacts or historical events. 3. Recall and sequence significant periods in British history, identifying BC and AD eras. 4. Begin to create (synthesise) and respond to historical questions about change, cause, similarity and difference. 5. Begin to recognise some connections, differences and patterns over time and explain why they may exist.
Year 4	<p>How and why did the Romans change Britain?</p> <ul style="list-style-type: none"> ● Know what an empire is and why they are built ● Know why the Romans wanted to invade Britain. ● Know why the Celts (Iceni) were against the Romans. ● Know who Boudicca was and why she was significant. ● Know how we learn about the past. ● Know what the Romans brought to Britain (and the legacy they left behind) <p>How has our diet changed since 1918?</p> <ul style="list-style-type: none"> ● Know that some of our food is grown abroad due to climate. ● Know that some foods can now be grown here due to technology (polytunnels etc.) ● Know that diet in 1918 was affected by rationing and people adapted to use different food ● Know that people had different roles in the past ● Know that life in the UK has changed but some aspects of life are the same ● Know that WW2 was between 1939 and 1945 and rationing was reintroduced until 1953 ● Know that convenience food first appeared during the 1950s <p>Why is Anthony considered a great Victorian?</p> <ul style="list-style-type: none"> ● Know that life in Victorian times was different for children compared to now ● Know that Anthony Ashley-Cooper was a great Victorian ● Know what a Victorian was ● Know who Queen Victoria was and when she reigned ● Know that life changed dramatically during Victorian times ● Know what rural and urban mean ● Know what the industrial revolution was and why it happened 	<p>By the end of Year 4 and using a range of (primary and secondary) historical sources, our young historians have become secure explainers and demonstrate an understanding of how and why we research the past and explain how it has impacted the present.</p> <ol style="list-style-type: none"> 1. Select appropriate language from a range of historical vocabulary in verbal and written work 2. Suggest lines of enquiry based on artefacts or historical events. 3. Recall and sequence time periods studied, demonstrating understanding of BC and AD eras. 4. Create (synthesise) and respond to questions about change, cause, similarity and difference 5. Recognise some connections, differences and patterns over time and explain why they may exist.

	<ul style="list-style-type: none"> ● Know how a steam engine works ● Know how steam engines changed production 	
<p>Year 5</p>	<p>What impact did the Anglo-Saxons have?</p> <ul style="list-style-type: none"> ● The Anglo-Saxon were made up of three tribes: the Angles; Saxons; and Jutes ● The name ‘Angles’ eventually became ‘English’ and their land become ‘England’ ● They came to Britain from across the North sea in the middle of the 5th century ● For a long time, England was not one county, Anglo-Saxon kings ruled lots of small kingdoms across the land ● The Anglo-Saxon period ended when the Normans conquered Britain in 1066 <p>Would the Vikings do anything for money?</p> <ul style="list-style-type: none"> ● The Vikings were Norse people from Scandinavia ● They came to Britain in 793 AD, to the north east of England ● Some were fearsome warriors and others looking for farming land ● They lived in longhouses and travelled in longships <p>The Great Plague - How have advances in medicine stopped wide-spread infection?</p> <ul style="list-style-type: none"> ● Know the worst periods of the black death/plague. ● Give reasons to what caused the plague. ● Understand how the plague was spread. ● Question if the rats were solely to blame. ● Know when the plague came to Bideford. ● Understand the role of the plague doctors and if they made a difference. <p>Why did Elizabeth’s sea dogs make Phillip so angry?</p> <ul style="list-style-type: none"> ● England was in huge debt in 1558 ● Know why Spain was so powerful and wealthy compared to England ● Know why Elizabeth 1 encouraged seafarers to become privateers ● Know why the sea dogs made King Phillip angry ● How the English navy defeated the Spanish Armada 	<p>By the end of Year 5 and using a range of (primary and secondary) historical sources, our young historians are developing into evaluators and demonstrate developing understanding of evaluating how the past impacted the people who lived in the past as well as future generations.</p> <ol style="list-style-type: none"> 1. Begin to demonstrate an understanding of the appropriate use of historical terms in verbal and written work. 2. Begin to respond to and sometimes create historical questions about change, cause, similarity and difference and significance. 3. Recall and sequence periods studied on a world history timeline. 4. Begin to identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why. 5. Continue to recognise some connections, differences and patterns over time and explain why they may exist.
<p>Year 6</p>	<p>Why was winning the Battle of Britain in WWII so important?</p> <p>What was life like in Britain during WWII?</p> <ul style="list-style-type: none"> ● Victory in the Battle of Britain represented a turning point in the Second World War. ● The Axis (Germany, Japan, Italy) and Allies (UK, France and Poland) - then joined by the British Commonwealth (South Africa, Canada, Australia, New Zealand and then the Soviet Union, USA and China). Other Allies included British India, the Netherlands and Yugoslavia. In 1942, the Allies were officially named as the United Nations. ● Hitler’s plans depended on winning a war in the air. ● The air battle was called The Battle of Britain and it lasted 12 weeks. 	<p>By the end of Year 6 and using a range of (primary and secondary) historical sources and by the end of Year 6, our young historians have become secure evaluators and demonstrate an understanding of and how to evaluate how the past impacted the people who lived in the past as well as future generations.</p> <ol style="list-style-type: none"> 1. Consistently demonstrate an understanding of the appropriate use of historical terms in verbal and written work. 2. Respond to and sometimes create historical questions

- Britain was able to focus its physical and human resources on preparations to attack the Germans in mainland Europe rather than on defending its own territory.
- By the end of May, 1940, Nazi Germany had occupied almost all of Western Europe and driven the allied armies of Britain and France into the English Channel at Dunkirk.
- Being an evacuee involved living in a different part of the country deemed as safe.
- Rationing took place to ensure that there was enough food to go around as supplies were short. People were encouraged to grow their own food.

How has life expectancy improved for the people of Appledore in the last 250 years?

- Life expectancy is how long a person is expected to live.
- The life expectancy of people has increased due to medication, sanitation and personal hygiene and cleanliness. Working conditions and wars.
- Some diseases/viruses spread due to a lack of hygiene - understand what the Plague is.
- Understand who Edward Jenner is and how he contributed to vaccination.
- To have an awareness of some medical milestones in the last 250 years of history and place them on a timeline.

Last of England - How did the artist Ford Madox Brown portray migrants sailing to a new life overseas?

- Know paintings from the time are primary sources of evidence helping us to understand what is happening (eg items, emotions, characters), but you need to evaluate whether they are an interpretation or real-life copy..
- Know that Renaissance is a style that shows idealistic/serene images and that Pre-Raphaelites painted things as accurately as they saw them.
- Critique the value of Renaissance and Pre-Raphaelites in showing historical elements and recognise how both can influence our views.
- Know A colony is a country or area under the full control of another country and occupied by settlers from that country (eg Australia)
- Know the difference between a migrant, a refugee/asylum seeker and slaves (ie someone who chooses to leave and someone who is forced)
- Give examples current and historical examples of migrants, refugees/asylum seekers and slaves and the reason for their movement
- Critique positive and negative aspects of migration depending on reasons: loss of home/family/possessions; chance of a new life, wealth, better living conditions.

about change, cause, similarity and difference and significance.

3. Demonstrate an understanding of and sequence significant historical events and periods studied fit on a world history timeline.
4. Identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why.
5. Begin to evaluate different accounts of the same historical events to form reasoned judgements about their importance/ validity.