

Winslow Church of England School - History Curriculum Long Term Overview and Progression of Skills

Winslow CE School Vision

Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.



EYFS	Learning Objectives (Development Matters)	Topic	Knowledge	Skills	Vocabulary
Autumn 1	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. (UTW) Name and describe people who are familiar to them. (UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	Wonderful Me	<ul style="list-style-type: none"> To learn about their family. To understand how they have changed over time. To understand that time changes us all. To know that certain things have changed over time – baby clothes, prams/buggies, toys. To know about them as babies by engaging in talk with their families. To know that time passes in sequential order. 	<ul style="list-style-type: none"> To compare photographs of themselves and their family. To order chronologically (Photographs of themselves and their family, pictures from a story.) To identify similarities and differences in photographs (themselves and parents and grandparents as babies.) To understand that we can find out information from photographs. To be able to answer questions about the past using photographs. To share their own first hand experiences with others. 	Then, before, now, next, soon, long ago, change, different, similar, order, time, old, new.
Autumn 2	<p>Children will learn to:</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. (UTW) Recognise that people have different beliefs and celebrate special times in different ways. (UTW) Talk about the lives of members of their immediate community. (UTW) Recognise some similarities and differences between the past and now. (UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	Autumn Our Community Festivals	<ul style="list-style-type: none"> To know about the story of the life of Mary Seacole and her main achievements. To know about the events that led to Bonfire Night and the part that Guy Fawkes played in this. To learn about how people celebrate different festivals Diwali, Hannukah and Christmas. To understand that celebrations can have similarities and differences. To know that time changes everything and learn about seasonal changes through the year – autumn. To know about the different roles that people have within their community. To know that things have changed over time – fire fighters and fire engines. 	<ul style="list-style-type: none"> To use secondary sources – books and video clips – to learn about the lives of people from the past. To use primary sources – visitors - learn about the roles of different people in our community. To use photographs to find information. To compare events and find similarities and differences. To be able to answer questions about the past. To use secondary sources – books and video clips – to find out about the lives of others. To find similarities and differences between their lives and others. To use first hand observation to observe seasonal change. To use first hand observation and senses to observe seasonal change. To share their own first hand experiences with others. 	Long ago, in the past, before I was born, celebrate, Mary Seacole, Guy Fawkes, bonfire night, festival, Diwali, Hannukah, Christmas, season, seasonal, change, autumn.
Spring 1	<p>Children will learn to:</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways.(UTW) Understand the effect of changing seasons on the natural world around them.(UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary (C and L) 	Winter Festivals	<ul style="list-style-type: none"> To learn about how people celebrate different festivals New Year, Chinese New Year. To understand that celebrations can have similarities and differences. To know that time changes everything and learn about seasonal changes through the year – Winter. 	<ul style="list-style-type: none"> To use secondary sources – books and video clips – to find out about the lives of others. To find similarities and differences between their lives and others. To use first hand observation and senses to observe seasonal change. To share their own first hand experiences with others. 	Celebrate, New Year, Chinese New year, season, seasonal, change, winter.

Spring 2	<p>Children will learn to:</p> <ul style="list-style-type: none"> Understand that some places are special to members of their community.(UTW) Understand the effect of changing seasons on the natural world around them.(UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	Spring Festivals	<ul style="list-style-type: none"> To know that time changes everything and learn about seasonal changes through the year – Spring. To learn about how people celebrate different festivals – Easter. To understand that celebrations can have similarities and differences. To know about the important parts of the local church. To understand why the church is an important building to some people in Winslow. 	<ul style="list-style-type: none"> To use secondary sources – books and video clips – to find out about the lives of others. To find similarities and differences between their lives and others. To use first hand observation and senses to observe seasonal change. To use first hand observation to find out about the local church. To share their own first hand experiences with others. 	Celebrate, Easter, season, seasonal changes, Spring, church, St Laurence, pews, aisle, altar, font, pulpit, stained glass windows, cross, candles.
Summer 1	<p>Children will learn to:</p> <ul style="list-style-type: none"> Recognise some similarities and differences between past and now.(UTW) Compare and contrast characters from stories, including figures from the past.(UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	Amazing Vehicles!	<ul style="list-style-type: none"> To understand how vehicles have changed over time. To know about inventions of trains, boats and cars. To know about people who invented vehicles – Stephenson’s rocket for example. To know how materials used to make vehicles have changed over time. To know about different ways that wheels are used by people of different ages. E.g. baby – buggy, adult – car. 	<ul style="list-style-type: none"> To use secondary sources – books– to find out about the history of vehicles. To use primary sources – phonographs – to find out about the history of vehicles. To find similarities and differences between vehicles in the past and now. To compare past and now. To chronologically order photographs of vehicles from the past and now. 	Steam, electric, metal, wooden, George Stephenson, longship, steamboats, steam trains, then, before, now, long ago, different, similar, order.
Summer 2	<p>Children will learn to:</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them.(UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	Summer	<ul style="list-style-type: none"> To know that time changes everything and learn about seasonal changes through the year – Spring. To understand the seasonal changes through the whole year. To understand how they have changed through the year. 	<ul style="list-style-type: none"> To use first hand observation and senses to observe seasonal change. To compare and find similarities and differences between seasons through the year. To identify differences and change in themselves through the year. 	Season, seasonal, change, different, similar, same, older, taller, longer, shorter.

1	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	<ul style="list-style-type: none"> Events beyond living memory. Significant historical events, people and places in their own locality. Events within living memory. 	Local History Study: Winslow High-street and Train line	<ul style="list-style-type: none"> To identify similarities and differences in trends on Winslow high-street over time. <i>Theme to be chosen by teachers. E.g. Food.</i> (3) En.2 p.3 To know early forms of transport and understand how they supported the locality. (5) En.1 p.2 and 3 To recognise the cause and consequences of the development of the Winslow train line. (6) En.2 p.11-12 	<ul style="list-style-type: none"> Local area walk: focus on the high-street and train line. (1) To use sources to create a photographic timeline of Winslow high-street. (2) En.1 p.2 To use sources to create a photographic timeline of Winslow transport. (4) En.2 p.5-8 	Local history, high-street, building, architecture, old, modern, chronological order, changes over time, lighting, map, aerial photograph, travel, train line, similarity, difference, transport.
Spring	<ul style="list-style-type: none"> Events beyond living memory. Lives of significant individuals. 	Ice Explorers	<ul style="list-style-type: none"> To understand who explorers are and different ways that they travel. (1) En.1 p.2 and 3 + additional resource. To understand the life-saving leadership qualities of Ernest Shackleton. (4) HT, Ice Explorers, L2. To compare the achievements of Shackleton and Norgay. (6) HT, Ice Explorers, L5. 	<ul style="list-style-type: none"> To investigate the life and achievements of Ibn Battuta using historical sources. (2) En.2 p.4-6 + additional resource. To investigate the life and achievements of Ernest Shackleton. (3) HT, Ice Explorers, L1. To investigate the life and achievements of Tenzing Norgay and know the qualities required to climb Mount Everest. (5) HT, Ice Explorers, L2 and 3. 	Explorer, achieve, achievements, significant, expedition, challenges, contribution, biography, autobiography, diary, hero, qualities.
Summer	<ul style="list-style-type: none"> Events beyond living memory. Changes within living memory. Lives of significant individuals. Change in national life. 	Kings and Queens (Elizabeth I and Queen Victoria.	<ul style="list-style-type: none"> To understand the role of a monarch. (1) HT, Monarchs, L1 To use sources to understand the differences between time periods. (4) HT, Monarchs, L3 	<ul style="list-style-type: none"> To know what a coronation is and identify similarities and differences between the first and last (King Charles). (2) To understand about the life and achievements of Queen Elizabeth. (3) HT, Monarchs, L2 To use sources to understand Queen Victoria’s legacy. (5) HT, Monarch, L4 and 5 To answer the question: What was similar and different about the two queens? (6) HT, Monarchs, L6 	Queen, coronation, celebrations, jubilee, monarch, rule, role, commonwealth, event, Westminster Abbey, crown, similar, different, compare, sceptre, orb, legacy.

2	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	<ul style="list-style-type: none"> Events beyond living memory. The lives of significant individuals. Significant historical events, people and places in their own locality. 	Great Fire of London	<ul style="list-style-type: none"> To understand the chronology of the key events of The Great Fire of London through examination of Pepys's and Evelyn's diaries, understanding different views of the same historical event. (2) The story of the GfOL L2, and Diaries, L1 To understand the impact of the fire on London. (3) To consider & use knowledge & facts to present re-enactment of the narrative of Great Fire of London, including making a model of Pudding Lane. (6 and 7) HT, Visit 17th Century London. 	<ul style="list-style-type: none"> To use a range of sources to identify characteristic features of houses London during the Tudor period. (1) HA resource and HT, Building of 1666, L2 To ask questions about the cause of The Great Fire of London. (4) HA Resource/Refer to HT 'Buildings' resources. To compare similarities and differences between buildings from different times. (5) <i>Focus on the rebuilding of London was it better? Why?</i> 	London, Tudor, Samuel Pepys, King Charles, River Thames, diary, Pudding Lane, viewpoint, wooden houses, spread, disaster, open fires, alleyways, wind direction, Tower of London, St Pauls Cathedral, features, chronology, impact, narrative, rebuilding, design, plans, catastrophe.
Spring	<ul style="list-style-type: none"> Events beyond living memory. The lives of significant individuals. Events within living memory. 	Emergency Services	<ul style="list-style-type: none"> To understand the history of the emergency services and their role in the community (link back to The Great Fire of London). (1) To identify similarities and differences in the lives and achievements of Florence Nightingale and Mary Seacole. (3) To know life and achievements of the Robert Peal. (5) 	<ul style="list-style-type: none"> To ask questions to understand similarities and differences between firefighters in the past and now. (2) To ask questions to understand the similarities and differences between nurses in the past and now. (4) To ask questions to understand the similarities and differences between police officers in the past & now. (6) 	Police, policeman, paramedic, ambulance, firefighter, fire engine, emergency services, community, Mary Seacole, Florence Nightingale, Robert Peal, nurses, role, achievements.
Summer	<ul style="list-style-type: none"> Events beyond living memory. The lives of significant individuals. Significant historical events, people and places in their own locality. Events within living memory. 	Authors Through Time	<ul style="list-style-type: none"> To compare and contrast the lives of William Shakespeare and J. K. Rowling. (1) To understand how J. K. Rowling's writing career began. (4) 	<ul style="list-style-type: none"> To understand how authors wrote in William Shakespeare's time. (2) To use a range of sources to further understand how authors wrote in Shakespeare's time. (3) To use a range of sources to develop knowledge of Roald Dahl's life and achievements. (5) <i>Trip: Roald Dahl Museum</i> To explain knowledge and understanding of the life of Roald Dahl. (6) Present research from RD Museum. 	Author, compare, contrast, career, achievements, quill, William Shakespeare, J.K. Rowling, Roald Dahl.

3	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. 	The Stone Age, Bronze Age, Iron Age	<ul style="list-style-type: none"> To understand the chronology of The Stone Age. (1) (Outdoor Learning – Experience Day.) En.1 p3. To understand what Britain was like in 55BC. (4) En.3 p9. To understand the similarities and differences between the Stone, Bronze and Iron Ages. (6) En.1 p4. 	<ul style="list-style-type: none"> To understand the similarities and differences between the 'old' and new Stone Age. (2) En.1 p3. To ask and answer questions about the impact of bronze and iron tools on the way people in Britain live. (3) En.2 p7. To ask and answer questions: 'Julius Caesar came to Britain in 55BC because it was a very rich country.' Do you agree? (5) En.3 p9. 	Farmers, agriculture, nomad(ic), hunter gatherer, community, settlement, immigration, crops, archaeology, archaeologist, bronze, copper, tin, metalwork, weapons, buried hoards hill fort, Palaeolithic, Mesolithic, Neolithic.
Spring	A study of Ancient Greece, Greek life, their achievements and influence on the Western World.	Ancient Greece: life, achievements and its legacy.	<ul style="list-style-type: none"> To place Ancient Greece in time using a timeline and location using a map. (1) En.1 p.2 To begin to assess how useful Greek myths and Legends are in helping us to find out about the past. (3) En.1 p.4 To compare democracy in Ancient Athens and the UK today. (7) En.2 p.11 	<ul style="list-style-type: none"> To infer information from artefacts about what life was like in Ancient Greece. (2) En.1 p.3 To use sources to identify the achievements of Alexander the Great. (4) En.1. p.5 To identify similarities and differences between life in Ancient Greece and today. (5) En.2 p.12 To investigate life in Ancient Greek schools. (6) En.2 p.8 	City states, Athens, Sparta, democracy, civilisation, culture, laws, justice, God, Goddess, archaeology, myth, legend, Hercules, Pandora, Olympus, alexander the Great, modern, ancient, citizen, slave.

Summer	A local history study. <ul style="list-style-type: none"> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	Winslow School and its Community	<ul style="list-style-type: none"> To understand similarities and differences between schools across time and ask questions about school life in the past. (1) En.1 p.2 To use information to show understanding of a day in school beyond living memory. (3) En.2 p.9 and 10 To identify significant events and their impact on our school community. (6) En.3 p.13 and 14 	<ul style="list-style-type: none"> To use sources to identify similarities and differences between classrooms in the past and today. (2) En.1 p.4-6 To use historical sources to make inferences of the effects of war on children and their daily school routine. (4) En.3 p.12 To use evidence to gain knowledge of impact of war on education. (5) En.3 p.13 and 14 	Similarities, differences, evacuation, gas masks, locality, intake, local area, routine, impact, significant.
4	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	The achievements of early civilisations: depth study.	Ancient Egypt Civilisations and Religion	<ul style="list-style-type: none"> To establish a narrative that explains why Hatshepsut sent an expedition to Punt. (2) En.1 p1&2. To understand the effect of changes made to religion under Akhenaten's rule. (3) En.1 p2&3. To understand the developments in trade over time and answer the question: How did Ptolemy II contribute to trade? (6) En.1 p5&6. 	<ul style="list-style-type: none"> To use information from a variety of sources to explain who built the Great Pyramid at Giza. (1) En.1 p1. To describe characteristic features of past societies and identify changes within periods. What happened to Akhenaten's successors? (4) En.1 p3&4. To develop an informed response: Why do we remember Ramesses II? Why and how did Ramesses II ensure that only his version of events should be remembered? (5) En.1 p5&6. 	Afterlife, mummification embalming, sarcophagus God-king, obelisk scarab, papyrus, trade hieroglyphs, inundation irrigation, delta, shaduf archimedes' screw, herodotus, pyramid, myth, ra, osiris, isis, horus.
Spring	The Roman Empire and its Impact on Britain: <ul style="list-style-type: none"> The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica 	The Roman Empire	<ul style="list-style-type: none"> To understand the Roman Invasion (en1 p3) 1 To understand the success of the Roman army. (3) En.1 p.3 To understand who Boudicca and why do we remember her. To understand accuracy and bias in sources. (4 and 5) En.2 p.5 	<ul style="list-style-type: none"> To use artefacts to develop understanding of Roman armour. (2) En.1 p. To know about life in Roman Britain, including Hadrian's Wall. (6) En.1 p.3 	Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, etymology, slave, toga.
Summer	Britain's Settlements by the Anglo-Saxons and Scots: <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Viking raids and invasion. 	Anglo-Saxons, Scots and Vikings (A)	<ul style="list-style-type: none"> To understand key events and vocabulary relevant to the Anglo-Saxons. (1) En.1 p.2 and 3 To understand the differences between the Anglo-Saxons, Vikings and Scots. (3) En.1 p. 3 and 4 To understand conflict between the Anglo-Saxons and Vikings. (5 and 6) En.2 p.6 and 7. 	<ul style="list-style-type: none"> To understand the differences and reasons for migration between the Anglo-Saxons and Vikings. (2) En.1 p.3 To use sources to understand the characteristics of different groups. (4) En.1 p.3 and 4. 	Invasion, settlement, religion, custom, myth, legend, united English Kingdom, conquest, raid, Mercia, Wessex, push and pull (migration) Beowulf, Arthur Legends, Anglo Saxon Riddles, archaeology.

5	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <ul style="list-style-type: none"> Christian conversion – Canterbury, Iona and Lindisfarne. Further Viking invasions and Danegeld. 	Anglo-Saxons, Scots and Vikings (B)	<ul style="list-style-type: none"> To understand and describe features of early Christianity and how it changed society. (2) En.3 p. To understand key features of Viking and Saxon boats. (4) En.4 p.13 To understand the achievements of the Saxons and Vikings at Sea. (5) En.4 p.13 	<ul style="list-style-type: none"> To make informed judgements about the quality of life for different groups. (1) En.3 p. 9 To understand differing reliability of historical accounts. (3) En.4 p.13 To understand the legacy of the Saxons and Vikings. (6) En.4 p.14 	Invasion, settlement, religion, custom, myth, legend, united English Kingdom, conquest, raid, Mercia, Wessex, push and pull (migration) Beowulf, Arthur Legends, archaeology, reliability.
Spring	A theme in British history that extends pupil's chronological knowledge beyond 1066. Significant historical events, people and places in their own locality.	The History of Medicine	<ul style="list-style-type: none"> To establish a narrative of the history of medicine. (1) HA To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks. (2) To understand medieval medicine and the events of the Black Plague. (3) PB/HA To know about the development of the NHS and other modern day advancements (the X-ray). (7) 	<ul style="list-style-type: none"> To research the medical advancements and significant people during the Victorian period. (4 and 5) PB/HA To compare the provision of medical treatment within our locality now and in the past. (6) <i>Cottage hospital during the war – visit site.</i> 	Medicine, medieval, attitude, Black Plague, advancements, X-ray, influence, provision.

Summer	A theme in British history that extends pupil's chronological knowledge beyond 1066.	Were Books More Valuable in the Past?	<ul style="list-style-type: none"> ▪ To understand key features and characteristics of a book within a historical and cultural context. (1) En.1 p3 and 4. ▪ To understand how the first civilisations traded and recorded information. (2) En.1 p.5 and 6. ▪ To understand and talk about the way books were made in the middle ages. (3) En.1 p.6, 7 and 8. ▪ To understand the impact of the printing press and compulsory education. En.1 p. 11 – 15. (5) ▪ To understand the value of books now and through time. (6) En.1 p.17-19 	<ul style="list-style-type: none"> ▪ To understand how to compare and interrogate sources. (4) En.1 p 9 and 10. 	Religious, historical, medical, gold, jewels, bound, noble, patronised, scrivener, profession, monks, scribes, curses, copying share, information, digital, throw-away culture, paperback, diminished, status, printing press, rare, publishers, competition, valuable.
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6	National Curriculum	Topic	Knowledge	Skills	Vocabulary
Autumn	A theme in British history that extends pupil's chronological knowledge beyond 1066. Significant historical events, people and places in their own locality.	The Blitz and World War II	<ul style="list-style-type: none"> ▪ To understand the Blitz. (1) En.1 p.2 ▪ To understand the different people involved in the war. (2) En.2 p.5 + 6 ▪ To understand the local impact of the war. (4) En.3 p.8 + 9 ▪ To understand what we can learn from historical fiction. (5 and 6) En.4 p.10 + 11 	<ul style="list-style-type: none"> ▪ To understand how a range of sources constructs our knowledge of the war. (3) En.3 p.8 	Invasion, air raid, air raid, air raid shelter, allies, Axis Powers, blackout, civilians, gas mask, rationing, refugee, significant, telegram, change and continuity, compare, cause and consequence, empathy.
Spring	A non-European society study that provides contrasts with British history.	A study of Baghdad c. AD 900	<ul style="list-style-type: none"> ▪ To place Baghdad in a spatial and temporal framework. (1) En.1 p.2 and 3 ▪ To understand different cultures through the perspective of a diary. En.3 p.10 and 11 (4) ▪ To understand what Baghdad has done for us. (6) En.5 p.15 and 16. 	<ul style="list-style-type: none"> ▪ To identify similarities and differences between life in Baghdad and London. (2) En.1 p.3 and 4 ▪ To understand who Ibn Battuta was and what sources tell us about him. (3) En.3 p.9 ▪ To understand how knowledge of the past is constructed from a range of sources. (5) En.5 p.15 	Bagdad, wisdom, script, civilisation, Ibn Battuta, spatial, temporal, culture, perspective, rihla.
Summer	A theme in British history that extends pupil's chronological knowledge beyond 1066. Significant historical events, people and places in their own locality.	Across Stormy Seas: The History of the Migration to Britain.	<ul style="list-style-type: none"> ▪ To understand migration. (1) En.1 p.2 ▪ To understand the role of individuals and events in tackling racism and discrimination. (6) En.3 p.12 	<ul style="list-style-type: none"> ▪ To understand how to extract evidence from a range of sources. (2) En.1 p.3 ▪ To understand the diverse experiences of Africans living in England in Tudor times. (3) En.2 p.7 ▪ To select and organise relevant historical information to answer the question: What was the impact of migration on Britain? (4 and 5) En.3 <p><i>Groups to research and present:</i></p> <ul style="list-style-type: none"> - How has migration influenced the way we eat? - How has migration influenced the way we listen to music? - How has migration influenced art? - How has migration influenced our streets? En.3 p.11 and 12. 	Refugee, migration, nomad, settle, settler, invasion immigrant, emigrate, colony, political, economic, community.

The National Curriculum for history (2014) aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, **chronological narrative**, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically-grounded **understanding of abstract terms (vocabulary)** such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Understand **historical concepts** such as **continuity and change, cause and consequence, similarity, difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid **questions** and create their own structured accounts, including written narratives and analyses.
- Understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Progression in history at Winslow CE Primary School involves developing historical perspective through:

- wider, more detailed and chronologically secure knowledge;
- sharper methods of enquiry and communication;
- deeper understanding of more complex issues and of abstract ideas;
- closer integration of history’s key concepts (see section 5 below *);
- greater independence in applying all of these qualities.

NB – All text in italics is non-statutory, including everything in the Early Years column, drawn from non-statutory guidance. Colour coding relates to aspects of the aims of the National Curriculum.)

	Early Years	KS1	LKS2	UKS2	KS3
1. Chronological knowledge/ understanding (including characteristic features of periods).	<ul style="list-style-type: none"> ▪ <i>Use everyday language related to time.</i> ▪ <i>Order and sequence familiar events.</i> ▪ <i>Describe main story settings, events and principal characters.</i> ▪ <i>Talk about past and present events in their own lives and in lives of family members.</i> 	<ul style="list-style-type: none"> ▪ Develop an awareness of the past. ▪ Use common words and phrases relating to the passing of time. ▪ Know where all people/ events studied fit into a chronological framework. ▪ Identify similarities/ differences between periods. 	<ul style="list-style-type: none"> ▪ Begin to develop chronologically secure knowledge of history. ▪ Begin to establish clear narratives within and across periods studied. ▪ Note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> ▪ Continue to develop chronologically secure knowledge of history. ▪ Establish clear narratives within and across periods studied. ▪ Note connections, contrasts and trends over time and explore them 	<ul style="list-style-type: none"> ▪ Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning. ▪ Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time.
2. Historical terms (vocabulary) , e.g. empire, Peasant.	<ul style="list-style-type: none"> ▪ <i>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</i> 	<ul style="list-style-type: none"> ▪ Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> ▪ Develop broader historical vocabulary. 	<ul style="list-style-type: none"> ▪ Develop the appropriate use of historical terms . 	<ul style="list-style-type: none"> ▪ Use historical terms and concepts in increasingly sophisticated ways.
3. Historical enquiry: using evidence and communicating ideas	<ul style="list-style-type: none"> ▪ <i>Be curious about people and show interest in stories.</i> ▪ <i>Answer ‘how’ and ‘why’ questions ... in response to stories or events.</i> ▪ <i>Explain own knowledge and understanding, and asks appropriate questions.</i> ▪ <i>Know that information can be retrieved from books and computers.</i> ▪ <i>Record, using marks they can interpret and explain.</i> 	<ul style="list-style-type: none"> ▪ Ask and answer questions*. ▪ Understand some ways we find out about the past. ▪ Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below). 	<ul style="list-style-type: none"> ▪ Sometimes address and devise historically valid questions*. ▪ Understand how knowledge of the past is constructed from a range of sources. ▪ Construct informed responses by: selecting and organising relevant historical information. 	<ul style="list-style-type: none"> ▪ Regularly address and sometimes devise historically valid questions with reasoning ▪ Understand how knowledge of the past is constructed from a range of sources, questioning the reliability of sources ▪ Construct informed responses by: selecting and organising relevant historical information showing a deep understanding of historical concepts 	<ul style="list-style-type: none"> ▪ Pursue historically valid enquiries * including some they have framed. ▪ Understand how different types of sources are used rigorously to make historical claims. ▪ Create relevant, structured and evidentially supported accounts.
4. Interpretations		<ul style="list-style-type: none"> ▪ Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> ▪ <i>Understand that different versions of the past may exist, giving some</i> 	<ul style="list-style-type: none"> ▪ <i>Understand that different versions of the past may exist, giving some</i> 	<ul style="list-style-type: none"> ▪ Discern how and why contrasting arguments and interpretations of

of history			reasons for this.	reasons for this and beginning to use contrasting arguments	the past have been constructed.
* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:					
5a. Continuity and change in and between periods.	<ul style="list-style-type: none"> ▪ Look closely at similarities/differences, patterns and change. ▪ Develop understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> ▪ Identify similarities/differences between ways of life at different times. 	<ul style="list-style-type: none"> ▪ Describe main events, situations and changes within and across different periods and societies. 	<ul style="list-style-type: none"> ▪ Describe / make links between main events, situations and changes within and across different periods and societies. 	<ul style="list-style-type: none"> ▪ Identify and explain change and continuity within and across periods.
5b. Cause and consequence.	<ul style="list-style-type: none"> ▪ Question why things happen and give explanations. 	<ul style="list-style-type: none"> ▪ Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> ▪ Identify and give reasons for, results of, historical events, situations, changes. 	<ul style="list-style-type: none"> ▪ Identify and give reasons for, results of, historical events, situations, changes and begin to analyse these 	<ul style="list-style-type: none"> ▪ Analyse/explain reasons for, and results of, historical events, situations, changes.
5c. Similarity/ Difference within a period/situation (diversity).	<ul style="list-style-type: none"> ▪ Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> ▪ Make simple observations about different types of people, events and beliefs within a society. 	<ul style="list-style-type: none"> ▪ Describe social, cultural, religious and ethnic diversity in Britain & the wider world. 	<ul style="list-style-type: none"> ▪ Describe social, cultural, religious and ethnic diversity in Britain & the wider world and compare these 	<ul style="list-style-type: none"> ▪ Understand and explain/analyse diverse experiences and ideas, beliefs, attitudes of men, women and children in past societies.
5d. Significance of events/people.	<ul style="list-style-type: none"> ▪ Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> ▪ Talk about who was important e.g. in a simple historical account. 	<ul style="list-style-type: none"> ▪ Identify historically significant people and events in situations. 	<ul style="list-style-type: none"> ▪ Identify historically significant people and events in situations and begin to consider their significance 	<ul style="list-style-type: none"> ▪ Consider/explain the significance of events, people and developments in their context and in the present.