History Progression at NLAS

Intent

Our aim is for all pupils to be knowledgeable, expressive and inspired:

In History this means children are engaged and inspired by a well-designed sequential curriculum to be curious and interested to find out about Britain's past and that of the wider world. History is highly valued as part of our rich curriculum. It equips children with the knowledge and understanding of significant aspects of history and the skills they need to make connections to their own histories and to critically evaluate the sources of evidence which are used to make historical claims. Our history curriculum draws from and makes full use of the immediate and wider local area which enables children to develop a deep understanding of the rich history of their locality.

Our Four Curriculum Drivers underpin our approach to learning across all subjects at NLAS.

Our intent is that our children gain a coherent knowledge and understanding of Britain's past and that of the wider world. They learn about diverse places and people and how they have shaped the world we live in today. Children are able to gain historical perspective through developing a growing sense of chronology and placing their knowledge into these timescales. They are able to use their knowledge to begin to understand the complexity of people's lives, the processes of change, the diversity of societies and the relationships between different groups as well as the challenges they faced.

Through the teaching of subject specific technical vocabulary and opportunities for focused talk during lessons, children develop their ability to speculate, make connections and interpret evidence to develop their understanding about the world and its people and build their knowledge to support them throughout their journey in school.

Within our Enrichment calendar, there are opportunities to develop links to key issues and current affairs, such as through Earth Day, Fair Trade links and our Eco Warriors pupil voice group.

Fieldwork is an essential part of History. We make excellent use of local galleries and museums, along with historic houses. These visits empower children to understand that these places belong to them. A sense of curiosity and fascination about the world is essential to fully engaging in a rich, cultural life.

All children, including those who have SEND or are disadvantaged are supported to fully access our curriculum. This may include additional adult support or the use of visuals, structured sentence stems, resources, etc. which acts as a scaffold for children's learning.

Implementation

The History scheme of work, developed by staff across all key stages, lays out the sequential steps to be taught so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined high quality outcomes.

The periods covered are taught in a chronological order in KS2 to build an understanding of how events fit together
History is taught in units, with lessons sometimes blocked to allow immersion in the process.
Each unit starts with teaching chronology and revisits previous learning to build on the timeline.
Visits to the local area and use of local artefacts, such as the use of maps and photographs of bomb damage to the local area in WWII support contextualised learning.

The history lead supports teachers and monitors standards by reviewing planning of units, talking to children with their books and completing walkthroughs and drop ins of lessons. Governors are also involved in these processes.

Impact

Children at NLAS can demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world.
Children become increasingly aware of how historical events have shaped the world that they currently live in.
Children are curious to know more about the past and ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Children understand their impact on their locality and the wider world and are inspired to live a sustainable, environmentally friendly life.

Children have developed the historical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.

Whole School History Overview by Year Group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding the World Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling					
Year 1		How am I making History • To develop an understanding of personal chronology • To learn more about my history. • To explore how we remember events • To find out what childhood was like for our parents and grandparents. • To compare childhood now with childhood in the past. • To identify that some things change and some things stay the same.		How have Toys Changed? • To discuss a favourite toy. • To find out what toys our parents and grandparents played with. • To investigate what toys were like up to 100 years ago. • To compare toys from the past with modern toys. • To investigate how teddy bears have changed over time. • To know how toys have changed over time.		How did we learn to Fly? • To know what an explorer is • To recognise the achievements of different explorers. • To record events on a timeline. • To use photographs to find out about the past. • To recognise changes and similarities (continuities) over time. • To describe the significance of some people and events within history.
Year 2		How was school different in the past? • Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to	How was school different in the past? • Identify important events surrounding the history of flight. • Explain how a significant event has changed the lives of others. • Ask questions about people and events in the past. • Use primary sources to find out about people and events in the past. • Correctly order five events on a timeline.	What is a monarch? • To describe what a monarch is. • To explain why coronations take place. • To explain how William the Conqueror became King of England. • To identify how William the Conqueror built castles while ruling England. • To identify features of a castle that would be effective when defending against attacks • To suggest what a monarch was like in the past.		

		school in the past or not and explain why.				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3			Would you prefer to live in the Stone Age, Iron Age or Bronze Age? • Understand that prehistory was a long time ago. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice.	Why did the Romans settle in Britain? • Explain the meaning of empire and invasion. • Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. Identify a soldier's equipment. • Explain how the Roman army was organised and perform simple manoeuvres and drills. • Make observations about an artefact. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance		What did the ancient Egyptians believe? • Identify the ancient civilisations and key periods in ancient Egypt. • Describe the physical features of Egypt. • Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. • Explain why the pyramids were built. Identify the stages and challenges of building a pyramid. • Explain the links between ancient Egyptian beliefs and mummification. • Name sources that can be used to find out about ancient Egyptian beliefs. • Explain some Egyptian beliefs about the afterlife.
Year 4	What did the Greeks do for us? • Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked.				How have children's lives changed? •Make observations and deductions from sources. •Suggest how children's lives have changed. •Explain why children needed to work. •Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.	How hard was it to invade and settle in Britain? •Explain how the Britons felt when the Romans left Britain. •Suggest reasons for the Anglo-Saxon invasion of Britain. •Name the key features of Anglo-Saxon settlements. •Identify changes and continuities in settlements from prehistoric Britain.

	• Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks' legacies and their impact.				•Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. •Use sources to identify leisure activities and compare them over time. •Identify diseases from the past and discuss how effective the treatments were.	•Make inferences about artefacts. •Describe how Anglo-Saxon beliefs changed. •Explain how missionaries spread Christianity. •Explain the threat the Vikings posed to the Anglo-Saxons. •Identify the qualities needed to be a monarch in 1066.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Were the Viking raiders traders or settlers? •To explain when and why the Vikings came to Britain. •To evaluate the validity of a source. •To explore the features of Viking longboats. •To examine why trading was important to the Vikings. •To extract and interpret information from many sources. •To extract and interpret information from many sources.	How did the Maya civilisation compare to the Anglo-Saxons? •To recognise when and where the ancient Maya lived. •To evaluate the challenges of settling in the rainforest. •To compare and contrast Anglo-Saxon and Maya houses. • To explain the importance of Maya gods and goddesses. •To design a map of a Maya city. •To evaluate the reasons for the decline of the Maya cities.			What was life like in Tudor England? •Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. •Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. •Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. •Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. •Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. •Make deductions using inventories and making judgements as to whether a person was rich or poor. •Explain how inventories are useful to historians and create a realistic inventory.	
Year 6		What does the census tell us about our local area? •Identify the type of information the census gives about people. •Use the census to make inferences about people from the past, providing supporting evidence for their statements.	What was the impact of World War II on the people of Britain? •To understand the causes of World War 2. •To understand how the Battle of Britain was won. •To make inferences about the Blitz using images. •To understand the emotions and experiences of children during the evacuation.		Who should go on the banknote? •To explain the significance of people on banknotes. •To decide whether a person is historically significant. •To evaluate the significance of historical figures. •To explain the significance of William Tuke. •To evaluate the significance of sporting people.	

		•Make observations from the census and identify changes between periods of time. •Identify the dangers of working in a textile mill. •Create questions to identify the thoughts and feelings of a Victorian working child. •Identify the key events of Mary's life and interpret her thoughts and feelings. •Extract information from the census to recreate the lives of people who lived in a household from the local area. •Extract information from the census and decide whether a family was rich or poor. •Describing change throughout time.	•To evaluate the accuracy and reliability of sources. •To identify the impact of WW2 on women's lives.		•To evaluate the significance of historical figures	