

# Woodfield Primary School

## History

Concepts	Community Culture and Society		Hierarchy and Power	Conflict and Disaster	Exploration and Empire	
Secondary Concepts	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance

### Curriculum aims

1. 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
2. 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
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. 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
5. 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
6. 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.

### Skills Progression

#### EYFS

##### Understanding the world

- Talk about the lives of people around them and their role 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 and storytelling.

Year 1		Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Autumn	Changes in Toys	I can label timelines with words such as:	I can look at sources and ask "What was it like for people?"	I can discuss causes that lead to change.	I can describe an historical change.	I can use pictures to find out about the past.	I can name a significant person from the past.

		past, present, older and newer.  I can recount changes that have occurred in my own life.	“What happened?” “What was this used for?” “How long ago?”				
Spring	Florence Nightingale and Mary Seacole	I can place events on a timeline.	I can observe or handle evidence to ask questions about the past, with support.  I can show an understanding of concepts such as civilisation, war and peace.	I can recognise that there are reasons why people in the past acted as they did.	I can describe historical events.	I can use pictures and stories to find out about the past.	I can name significant people from the past.
Summer	The Victorians	I can place events and some artefacts on a timeline.	I can observe or handle some evidence to ask questions about the past.  I can show an understanding of concepts such as civilisation.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and historical events.	I can use pictures, stories and film footage to find out about the past.	I can describe and begin to talk about key events of a significant person/time.
<b>Year 2</b>		<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
Autumn	Great Fire of London	I can place events and artefacts on a timeline.	I can observe or handle some evidence to ask questions and find answers to questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and the historical events they led to.	I can use pictures, stories and diary entries to find out about the past.	I can describe and begin to talk about key events of a significant person/time.
Spring	Windrush	I can place events and artefacts on a timeline.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can recognise that there are reasons why people in the past acted as they	I can describe changes and the historical events they led to.	I can use pictures, stories and film footage to find out about the past.	I can describe significant people and events from the past and explain why they are important.

		I can use dates where appropriate.		did and what the consequences of these actions were.  I can show an understanding of concepts such as civilisation.		I can identify some of the different ways the past has been represented.	
Summer	Queen Elizabeth II and Monarchy	I can place events, artefacts and a historical figure on a timeline.  I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past.  I can begin to explain why evidence can be trusted.	I can recognise that there are reasons why people in the past acted as they did.  I can show an understanding of concepts such as civilisation, monarchy and parliament.	I can describe historical events and explain what changed.	I can use pictures, stories and film footage to find out about the past.  I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important.
<b>Year 3</b>		<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
Autumn	Stone Age – Iron Age	I can place ages in order of time and understand the meaning of their names.	I can observe evidence to ask about the past and come to conclusions based on what I have seen.  I can use more than one source of evidence for historical enquiry.	I can suggest causes and consequences of the main events and changes over a period of time in history.	I can begin to understand the concept of change overtime a long period of history.	I can describe different accounts of an historical event.	I can suggest suitable sources of evidence to find out about significant people/events.
Spring	The Roman Empire	I can place events, artefacts and historical figures on a timeline using dates.	I can suggest suitable sources of evidence for historical enquiries.  I can use more than one source of evidence for	I can suggest causes and consequences of some of the main events and changes in history.	I can understand the concept of change over periods of history, representing this with some evidence.	I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	I can suggest suitable sources of evidence for historical enquiries.  I can discuss the importance of people and

		I can understand the concept of change overtime, representing this on a timeline.	historical enquiry in order to gain a more accurate understanding of history.				events in time and the significant impact they had on society.
Summer	Britain's Settlement by Anglo-Saxons and Scots	I can place events, artefacts and historical figures on a timeline using dates.  I can understand the concept of change overtime, representing this on a timeline.	I can suggest suitable sources of evidence for historical enquiries.  I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events and changes in history and use some evidence to support my answers.	I can understand the concept of change over periods of history, representing this with some evidence and comparing it to earlier history.	I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	I can suggest suitable sources of evidence for historical enquiries.  I can discuss the importance of people and events in time and the significant impact they had on society.
<b>Year 4</b>		<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
Autumn	Viking and Anglo-Saxon struggle for the Kingdom of England	I can place events, artefacts and historical figures on a timeline using dates.  I can understand the concept of change overtime, representing this on a timeline.	I can use evidence to ask questions and find answers to questions about the past.  I can suggest suitable sources for historical enquiry.	I can suggest causes and consequences of some of the main events and changes in history and use evidence to support my answers.	I can understand the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion.
Spring	Early Civilisations and Ancient Egypt	I can place events, artefacts and historical figures on a timeline, using dates.	I can use evidence to ask questions and find answers to questions about the past.  I can suggest suitable sources for historical enquiry.	I can suggest and evaluate causes and consequences of some of the main events and changes in history.	I can understand the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.  I can describe different accounts of an historical event, explaining some of the	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.

		I can use some dates and terms to describe events.	I can use more than one source of evidence to gain a more accurate understanding of history.			reasons why the account may differ.	
Summer							
<b>Year 5</b>		<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
Autumn	A local History Study	I can use dates and terms accurately in describing events.	I can use sources of evidence to deduce information about the past.	I can describe the social, ethnic, cultural diversity of past society.	I can identify periods of rapid change in history.  I can identify continuity and change in the history of the locality of the school.	I can compare some of the times studied with those of the other areas of interest around Britain.	I can describe the social and cultural diversity of past society.  I can describe the characteristic features of the past, including ideas and beliefs.
Spring	Titanic	I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past.  I can select suitable sources of evidence.	I can describe the social, ethnic, cultural diversity of past society.  I can use sources of information to form testable hypotheses about the past.	I can identify periods of rapid change in history.  I can understand the concepts of continuity and change over time.	I can compare some of the times studied with those of the other areas of interest around Britain.	I can describe the social and cultural significant of past society.  I can describe the characteristic features of the past, including ideas and beliefs.
Summer	Benin	I can use dates and terms accurately in describing events and people.  I can describe the main changes in a period of history.	I can use sources of evidence to deduce information about the past.  I can select suitable sources of evidence, giving reasons for choices.	I can describe the social, ethnic, cultural diversity of past society.  I can use sources of information to form testable hypotheses about the past.	I can identify periods of rapid change in history.  I can understand the concepts of continuity and change over time.  I can use appropriate historical vocabulary to	I can compare some of the times studied with those of the other areas of interest around the world.	I can describe the social and cultural significant of past society..  I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Year 6		Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Autumn	World War II	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use sources of information to form testable hypotheses about the past.</p> <p>I can understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
Spring							
Summer	The Legacy of Ancient Greece	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can understand that no single source of evidence gives the full answer to questions about the past.</p> <p>I can refine lines of enquiry as appropriate.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can seek out and analyse evidence to support my historical analysis.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can understand the concepts of continuity and change over time.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can use appropriate historical vocabulary to communicate legacy.</p> <p>I can compare some of the times studied with those of the other areas of interest around the world.</p> <p>I can compare the main changes in a period of history with Modern-day.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>