

Big Picture for Curriculum Subjects

(to be used alongside subject specific curriculum overview/progression of skills)



History

What are the Key Concepts and Ideas that we want children to learn about in this subject through their education?

1. Develop a coherent chronological knowledge of events from the earliest times to present day in the history of the world as well as their personal history.
2. Understand how people's lives have shaped the nation and learn about how Britain has influenced and been influenced by the wider world.
3. Understand that events in History are connected to the related events taking part at the time and that have a cause and consequence lasting to today.
4. Build connections between different contexts allowing them to build ideas, analyse, reason and justify their opinions across a variety of key themes and time periods.
5. Use historical concepts to form context-valid questions and create their own structured accounts through the form of written narratives and analyses.

How do these concepts progress throughout the school?

EYFS	KS1	KS2
<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. (1) • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (1,3) • Understand the past through settings, characters and events encountered in books read in class and storytelling. (1) 	<ul style="list-style-type: none"> • Talk about the history of the people and places around them and changes in national history. (1) • Compare and contrast events that have impacted influenced their lives today. (2,3,4) • Understand the lives of significant individuals and events in the past through the guided application of historical enquiry skills. • Children begin to leads their enquiry through the development of historical questions. (4,5) • Children reflect their understanding of historical people and events through recounts and comparative texts. (5) 	<ul style="list-style-type: none"> • Understand the chronological sequencing of periods in European and Non-European countries. (1) • Explore the cause and consequences of influential periods and people in history and their impact on the world today. (2,3,4) • Explain their understanding of the lives of significant individuals and events in the past through confidently applying their historical enquiry skills. • Lead their own enquiry, through the development of questions based on the resources provided, explaining and justifying their conclusions. (4,5) • Children reflect their understanding of

		historical people and events through recounts and comparative texts. (5)
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	Autumn	Spring	Summer
EYFS	Children begin to learn about their personal past and the world they live in, ordering and sequencing simple events and using simple historic language to explore basic sources e.g. now, next, then, past, future.	They progress to learning about how their lives differ to the lives of those around them exploring their local environment and identifying simple similarities and differences.	In this term, children explore the lives of important people around and those in familiar stories and make clearer links between the similarities and differences.
Year 1	Building on from EYFS, children focus on how life has changed since their grandparents were children. Children begin to apply the language of the passing of time and can discuss changes that have impacted the world around them using and sorting artefacts.	With this in mind, they are then able to begin to explore the lives of significant people and events and plot these on a timeline in chronological order continuing to apply the language of the passing of time. The concept of how people's experiences can vary will be explored through comparisons of different explorers and how they have changed the world.	Building on their previous knowledge of how things have changed over time, children look at modes of transport. They will then identify similarities and differences between transport in the past and what it is like now. They will also look at the significance of the first flight and the Rainhill trials.
Year 2	In Year 2, the children will begin to discuss changes over time, as well as consequences of events such as the Gunpowder Plot and the Great fire of London. They will identify how Bonfire night has changed over the years and understand the importance of the range of evidence available about the Great fire of London.	Building on from their knowledge in Year 1, children will look at how holidays have changed from when their grandparents were little. Children will compare and contrast how holidays have changed over time. They will continue to use sources to support their decisions. They will begin to develop enquiry questions to help them to understand and relate to others.	Linking back to the work completed in Year 1 on who were the greatest explorers, children will look at heroes from their local area and the impact they have had on where they live. They have the opportunity to develop their source work skills by looking at images, objects and documents to find out about individuals from the past.
Year 3	Building on the enquiry skills from KS1, children begin to apply these to develop an understanding of the very earliest civilisations and historical evidence of British History. As a part of this they will explore the validity of our knowledge during this period, due to limited evidence from this period of time. Using simple structures and organisations, children will communicate their findings and draw conclusions	Pupils need a secure knowledge of the early Stone Age civilisations and their achievements in order for them to competently begin to create a verbal picture of life and how this varied to the Iron and Bronze Age exploring similarities and differences. Through the use of research, children begin to ask questions about the prehistoric periods and make decisions about periods and their social structure using sources of evidence to	The exploration of Non-European societies is introduced here. The children will begin to focus on the Ancient Egyptians developing a broad understanding of their achievements, why they were successful/unsuccessful and where these civilisations existed in line with the British timeline and how they compare. Using the enquiry led approach, the children will develop an understanding of

	about the period.	make connections and links. Placing these periods on a timeline, children will continue to use the language associated with the passing of time (which they have built upon from each topic) exploring how key events have shaped society.	the importance of sources and evaluate their effectiveness; understanding and exploring what life was like for people in historic periods and explore any trends between previously taught periods.
Year 4	As children progress into year 4, they will return to exploring British history through the exploration of Roman Britain. Throughout this term, the children will explore why the Romans invaded Britain and what happened when they arrived. There will be a focus on its successes and failures in invasion and what they left behind that is still of significance today. The children will use an increasing range of historic language to explore and reconstruct what life was like for people living in the Roman period, as well as advancements and achievements made during this period and how these have impacted and shaped Britain today.	Building on from the Romans, children focus here on the causes and results of invasions and settlements made by the Anglo-Saxons. Within the topic they will explore what life was like and the variations within this period for gender, age, justice system, hierarchy and kingdom, understanding how we know the Anglo-Saxons were here, how they impacted Britain and how this period contrast to modern Britain. Applying their knowledge of historical periods, they will ask questions about specific concepts within this period, explore ways which they can find out their answers and present these using an organised theme.	Continuing on with the focus of invasions and settlements, Year 4 will move on to exploring the Vikings. Exploring primary and secondary resources the children will draw conclusions about the period, what life was like and contrast this to previous historical periods and current day. Exploring influential leaders and key battles/events, the children will explore the successes and failures of the period beginning to use a variety of research and applying their historical enquiry skills to develop conclusions as to what led to the achievements and failures. By the end of year 4, children should be confident to sequences two historical societies on a blank timeline.

<p>Year 5</p>	<p>The knowledge that Non-European societies existed in line with what was happening in Britain is revisited here, through the exploration of the Ancient Greeks. Children identify connections and trends between the historical periods of the Ancient Greeks and the British historical timeline comparing and contrasting how life varied between periods and the different achievements of the periods. Drawing on all of this knowledge, the children will apply their research and data to answer historical questions and communicate their learning using appropriate terminology in an organised way.</p>	<p>The children will again look at a non-European society that provides contrasts with British history. They will learn about the early Islamic Civilisation including a study of Baghdad c. AD 900. This unit allows pupils to make a comparison with the other societies and the impact they had on the world. Children will be able to reach a judgement based on the evidence they investigate, whilst also comparing life in 900 AD to life today.</p>	<p>In this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth. The children will also begin to appreciate that some things remain the same over long periods of time.</p>
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<p>Year 6</p>	<p>By this point in the learning, the children should be able to describe various periods beyond 1066, continuing on with the exploration of Education, exploring how this period might have impacted Britain today and the cause and consequences of their actions. Exploring a range of primary and secondary sources, the children will justify conclusions they that make about how this period begin, what life was like and how it impacted Britain today, exploring trends and connections. Using a range of sources to support their choices, the children will develop their own opinions about influential inventors and inventions whilst understanding the validity and bias that sources may have.</p>	<p>At this point in the year, the children will recap previous learning and build on existing knowledge. They will discuss the Maya Civilisation and develop historical skills. They will develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods they study by learning about the civilisation and understanding who they were and when and where they lived. They will also construct informed responses that involve thoughtful selection and organization of relevant historical information. They will continue to understand how their knowledge of the past is constructed from a range of sources and that different versions of past events may exist whilst also giving reasons.</p>	<p>Building on from the Industrial Revolution, the children will explore the cause and consequence of the events that occurred in Britain leading up to the outbreak of war during WW2 and using accurate terms and labels; explore the timeline of events. Reflecting on what the children have learnt, they will compare and clarify the social hierarchy of these periods and link this back to present day, comparing the values and beliefs during various time periods. By now, children should have developed a good understanding of a range of historical language and be able to use this to begin to accurately use these terms to explain that the information available depends on the period and why this is the case.</p>
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