



**LITTLE BOWDEN
PRIMARY SCHOOL**

'Working together to love learning'

**THE HISTORY CURRICULUM:
A PROGRESSION**

Whole School History Progression Map

At Little Bowden, our history progression is **ambitious, memorable** and **diverse**. An important objective is for all pupils to develop as young historians, and we achieve this by recognising and planning for what becoming better at History entails – progression – and consequently challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the school. To enable this to happen we have established an outcome driven curriculum which recognises the crucial importance of identifying not just what we want our pupils to know and do in History but also the intellectual outcome we intend them to achieve through their learning. As pupils progress as historians this involves developing historical perspective through 6 key areas: Chronology and Change, Cause and Effects, Attitudes and Beliefs, Empathetic Understanding, Significant Individuals and Sources.

History in the Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. However, one of the areas is titled ‘Understanding the World’

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

ELG: Past and Present

Children at the expected level of development will:

- 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.

AUTUM
N

Children need to be able to say who is in their immediate family and learn the vocabulary to describe people close to them in their family i.e. Mum/mother, Dad/father etc relative to their own experience.
Children need to know that they started life as a baby and that they have grown.
They need to know the vocabulary of past, present and future.


Children need to know how to talk about their life in the past using the correct grammar i.e. past tense.
They need to be supported to use the terminology contextually correctly i.e yesterday, today and tomorrow; when I was a baby, when I was at pre-school, when I am a grown-up – use photographs and objects to support this abstract concept.

	<p>Children need to know how to put pictures of their life into the correct order to understand that time has a chronology i.e. a baby, toddler, school child etc.</p> <p>They need to develop the concept of then and now.</p> <p>They need to know the vocabulary of today, tomorrow and yesterday.</p>
SPRING	<p>Children will know that people in their immediate environment may have roles that they play in the community.</p> <p>They will be able to use identified vocabulary to describe the roles and the purpose.</p> <p>Look at people's roles in our community/in society and how they do jobs to help us. This should include home roles such as mums, dads, foster parents, grandparents and different family setups.</p> <p>Understand that people in families have a chronology - Children will know that they grow up and become adults. They will know that the adults in their lives (i.e. parents) were children and grew up.</p> <p>They will be able to talk about what they want to be/do when they grow up. Use role- play areas and self-directed learning to input key terminology from industry and professions such as vets, police, nursing, construction, teaching, catering, caring etc. Adults must ensure that the images used to show off these roles are diverse in gender, race and disability to encourage children to see positive models.</p> <p>They will compare very simple aspects of their parent's life as children and use (prior learning) comparisons to pull out similarities and differences.</p> <p>Understand the chronology of a family itself – grandparents, parents, children.</p> <p>Children will be able to sequence a series of events from a story read in class.</p> <p>Children will know that some things happened recently (our life) and some things happened before our life- time.</p> <p>Children will know how to put things in a simple chronology.</p>

SUMMER	<p>Children need to understand that some things happened a long time ago (building on learning from Spring term about things that happened before our life time). This is where dinosaurs can come in very useful. They need to know that this was a very long time ago before people were around. This learning can be supported by a range of non-fiction texts. Small world should have a range of dinosaurs for the children to role-play and interact with. Observations to assess through focussed questioning in self-initiated activities that children are using vocabulary of time and chronology within their play.</p> <p>They will compare very simple aspects of their grandparents life as children and use (prior learning) from the Autumn and Spring terms) comparisons to pull out similarities and differences.</p> <p>Children need to know the chronology for grandparents and how to put pictures of baby, toddler, school child, teenager, adult etc. into the correct order.</p> <p>Listen to stories from real people from beyond their own families detailing what life was like in the past – for example have grandparents in to talk about school, toys, transport, food, TV programmes, clothes etc. Children will be able to sort given items (of interest e.g. transport, toys, photos etc.) into old and new or into simple timelines or chronologies. Children should get the opportunity to explore and play with/use the artefacts. Children should learn that sometimes old things are precious because they have been around a long time and have memories attached. They can relate this to their own belongings from when they were babies etc.</p>
--------	--

History in KS1 and KS2

	AUTUMN	SPRING	SUMMER
Year 1	Who played with these toys a long time ago?	What made Louis Braille so special?	How have homes changed in Market Harborough?
Year 2	Who was Scott and why is he famous?	How shall we rebuild London after the Great Fire?	Who were the Queens of England?
Year 3	Stone Age – what does prehistory mean?	What did the Ancient Egyptians believe about life after death and how do we know?	Why was King Richard III in Leicester?
Year 4	What caused the decline of the Mayans?	How have the Romans influenced Britain?	Anglo Saxons - So how dark were the dark ages, really?
Year 5	How should we remember the Vikings?	What was life really like on the Homefront?	If the Shang dynasty was so well organised, why did it come to an end?
Year 6	In what way have the Ancient Greeks influenced our lives today?	How far has life improved for Black people living in Britain in the last 60 years?	Has the way we catch and punish criminals improved that much in the last 1000 years?

 Little Bowden Primary School History Curriculum Map						
End of Unit Enquiry Questions	1	2	3	4	5	6
	Chronology and Change	Cause and Effects	Attitudes and Beliefs	Empathetic Understanding	Significant Individual	Sources
Each historical topic should have an over-arching question which children will work towards answering. The question should encourage children's curiosity, build upon previous knowledge and give children the opportunity to express the historical skills they have learnt.	It is important for children to understand that throughout history there is change over time. These chronological changes are evident across all societies, and children should be able to identify them. It is essential that children can describe the passing of time as well as order key events and information chronologically.	The concept of cause and effect is used by historians to identify the events or developments that have led to particular actions or results. Examples of this include war, disaster, revolution and rebellion. Sometimes the link is clear. Often the link is less obvious or more complicated. Sometimes there are many causes and many effects.	It is essential that children understand that the attitudes, knowledge and beliefs could be different to what they are today. People will have different perspectives based on gender, age, race, social position, religious belief and values.	Empathetic understanding is the ability to understand and appreciate particular events or actions from someone else's point of view. In history, it is about trying to understand the thoughts and feelings of people who lived at different times and in very different cultures.	The concept of a significant individual relates to an important person who lived during that time. It is important for children to experience a variety of significant historical figures in order to create a diverse learning experience in history.	It is essential that children are given a variety of different sources from different historical periods. This could be physical artefacts, information texts, maps and field work. This will support the historical learning process as well as giving the children opportunities to critique and reflect on the validity of sources.

<p>YEAR 1</p>	<p>Who played with these toys a long time ago?</p> <p>What made Louis Braille so special?</p> <p>Local Study: How have homes changed in Market Harborough?</p>	<p>How can we tell these toys are old?</p> <p>What were our grandparents' toys like and how do we know?</p> <p>When was the first Teddy Bear created?</p> <p>What were the most important moments in Louis' life?</p> <p>What do we know about homes in the past?</p>	<p>What are other people's toys like?</p> <p>What changes to people's lives did Louis make?</p> <p>What type of home do I live in?</p>	<p>How were toys used as entertainment in the past?</p> <p>What made Louis so special?</p>	<p>Who played with these toys a long time ago?</p> <p>Why do we still remember Louis Braille today?</p> <p>What were Victorian homes like outside and inside?</p>	<p>Louis Braille</p>	<p>What are our toys like today?</p> <p>What do we know about the local shops?</p> <p>What kind of place is this?</p>
<p>YEAR 2</p>	<p>Who was Scott and why is he famous?</p> <p>How shall we rebuild London after the Great Fire?</p> <p>Who were the Queens of England?</p>	<p>Who was Scott and why is he famous?</p> <p>When did the Great Fire of London happen?</p> <p>How shall we rebuild London after the Great Fire?</p> <p>Which three queens of England are most remembered in history and why?</p>	<p>How did Scott get to the South Pole and what happened?</p> <p>Why did Scott not get to the South Pole first?</p> <p>How did the Great Fire of London start and why did it take so long to put out?</p> <p>Why did the Great Fire of London burn down so many houses?</p>	<p>Why did Scott risk his life going to the South Pole?</p> <p>How should we remember these famous queens?</p>	<p>How should Scott be remembered today?</p> <p>How did people manage to live through the Great Fire?</p> <p>How different was life in England when the 3 queens were ruling?</p>	<p>Scott of Antarctica</p> <p>Roald Amundsen</p> <p>Samuel Pepys</p> <p>Thomas Bloodsworth</p> <p>Thomas Farriner</p> <p>Queen Victoria</p> <p>Queen Elizabeth I and II</p>	<p>How do we know what happened on Scott's last journey?</p> <p>How can we work out how the Great Fire started?</p> <p>Field work opportunity: Local fire station visit</p> <p>How do we know about the queens who lived so long ago?</p>

			What important changes happened when each of the queens ruled?				
YEAR 3	<p>Stone Age – what does prehistory mean?</p> <p>What did the Ancient Egyptians believe about life after death and how do we know?</p> <p>Why was King Richard III in Leicester?</p>	<p>How much did life really change during the Iron Age and how can we possibly know?</p> <p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>Who were the Tudors and when were they around?</p> <p>How was King Richard III rediscovered?</p>	<p>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</p> <p>Why was Howard Carter's discovery so important?</p> <p>How and why were pyramids built?</p> <p>What was the Battle of Bosworth?</p>	<p>Why is it so difficult to work out why Stonehenge was built?</p> <p>Why did the Ancient Egyptians worship so many Gods and Goddesses?</p>	<p>How different was life in the Stone Age when man started to farm?</p> <p>What did the Ancient Egyptians believe about life after death?</p> <p>What happened when Richard III's remains were found?</p>	<p>Tutankhamun Howard Carter</p> <p>Henry Tudor</p> <p>Who was King Richard III?</p>	<p>What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>What sources of evidence have survived?</p>
YEAR 4	<p>What caused the decline of the Mayans?</p> <p>How have the Romans influenced Britain?</p>	<p>What is the Maya civilisation and why do we study it?</p> <p>Why did the great Roman empire come to an end?</p>	<p>How did the Mayans manage to become so important?</p> <p>Why did the Mayan empire decline?</p> <p>Why did the Romans invade a cold island a long</p>	<p>How can we possibly know what it was like there 1,000 years ago?</p> <p>If the Maya were so civilized, why then did they believe in human sacrifice?</p>	<p>What was everyday life like in Mayan civilisation?</p> <p>How much of our lives today is influenced by the Romans?</p>	<p>Boudica</p> <p>Alfred the Great – how great was he?</p>	<p>Books, Mayan artefacts, internet.</p> <p>Roman artefacts. Books, internet. Acting and Roman day. Local museum. Visits to sites.</p>

	Anglo Saxons - So how dark were the dark ages, really?	Were Saxon times really the dark ages?	<p>way from sunny Rome?</p> <p>How were the Romans able to keep control over a vast empire?</p> <p>How were the Saxons able to see off the Viking threat?</p>	<p>Why did Boudica stand up to the Romans? What image do we have of her today?</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p>	How effective was Anglo-Saxon justice?		Why did the Anglo-Saxons invade and how can we possibly know where they settled?
YEAR 5	<p>Raiders or Settlers: How should we remember the Vikings?</p> <p>What was life really like on the Homefront?</p> <p>If the Shang dynasty was so well organised, why did it come to an end?</p>	<p>How did the Vikings try to take over the country and how close did they get?</p> <p>Why did Britain have to go to war in 1939?</p> <p>Why has our understanding of the Shang dynasty changed so much in the last 100 years?</p>	<p>Vikings – law breakers or law makers?</p> <p>How did Britain stand firm against the German threat?</p> <p>Why was the Battle of Britain a turning point in the war?</p> <p>What was the Shang Dynasty and what do we know about it?</p>	<p>Raiders or Settlers: How should we remember the Vikings?</p> <p>How did people on the home front contribute to the war effort?</p> <p>What was distinctive about the Shang people's beliefs?</p>	<p>Why have the Vikings gained such a bad reputation?</p> <p>Why was it necessary for children to be evacuated?</p> <p>How different was the Shang society to other civilizations?</p>	<p>Edward the Confessor</p> <p>Chamberlain</p> <p>Churchill</p> <p>King Tang</p> <p>Di Xin</p>	<p>What can we learn about Viking settlement from a study of place-name endings?</p> <p>How and why are events from World War II commemorated?</p>
YEAR 6	In what way have the Ancient Greeks influenced our lives today?	What can we work out about everyday life in Ancient Athens?	Why was Athens able to be so strong in the 5 th and 6 th century?	Would you have preferred to live in Athens or Sparta?		<p>Theseus and Minotaur</p> <p>Cesar Picton</p> <p>Robin Hood</p>	How can we possibly know so much about the Ancient Greeks who lived over 2500 years ago?

	<p>How far has life improved for Black people living in Britain in the last 60 years?</p> <p>Has the way we catch and punish criminals improved that much in the last 1000 years?</p>	<p>What part did Black people play in British life when they started to settle 500 years ago?</p> <p>How were criminals punished 800 years ago and how do we know?</p>	<p>What can we tell about the Ancient Greeks from a study of their theatre and Olympics?</p> <p>What difference did the slave trade make to the experience of the Black people?</p> <p>Why did punishments become so bloody in the 18th century?</p>	<p>How did the arrival of the Empire Windrush change the way Black People were treated in Britain?</p>	<p>When so many Black people fought in the two world wars, why is it only recently bring recognised?</p> <p>How did crime and punishment change between 1500 and 1750?</p>	<p>Sir Robert Peel</p>	<p>What did the Ancient Greeks do for us?</p> <p>Why did so much change happen in the 19th century?</p>
--	---	--	---	--	--	------------------------	--