



# **History**

Overview and Progression

Maps

# History Curriculum



## History Curriculum Intent

At Saxon Primary school we aim for all pupils to have a solid understanding and a broad knowledge of the past. Through enrichment opportunities, artefacts and a variety of sources, children will have the chance to explore and discover the wonders of the wider world. Saxon's curious historians will be empowered to critically analyse evidence by asking questions, comparing their learning and making links across eras. Significant events and figures will be studied, widening the children's understanding of chronology and how it has impacted the present. Motivating, through awe and wonder, we aim to instil a love of History within all of our pupils, helping them to become lifelong learners, always asking questions and digging deeper into the past.

## The Core Concepts for History

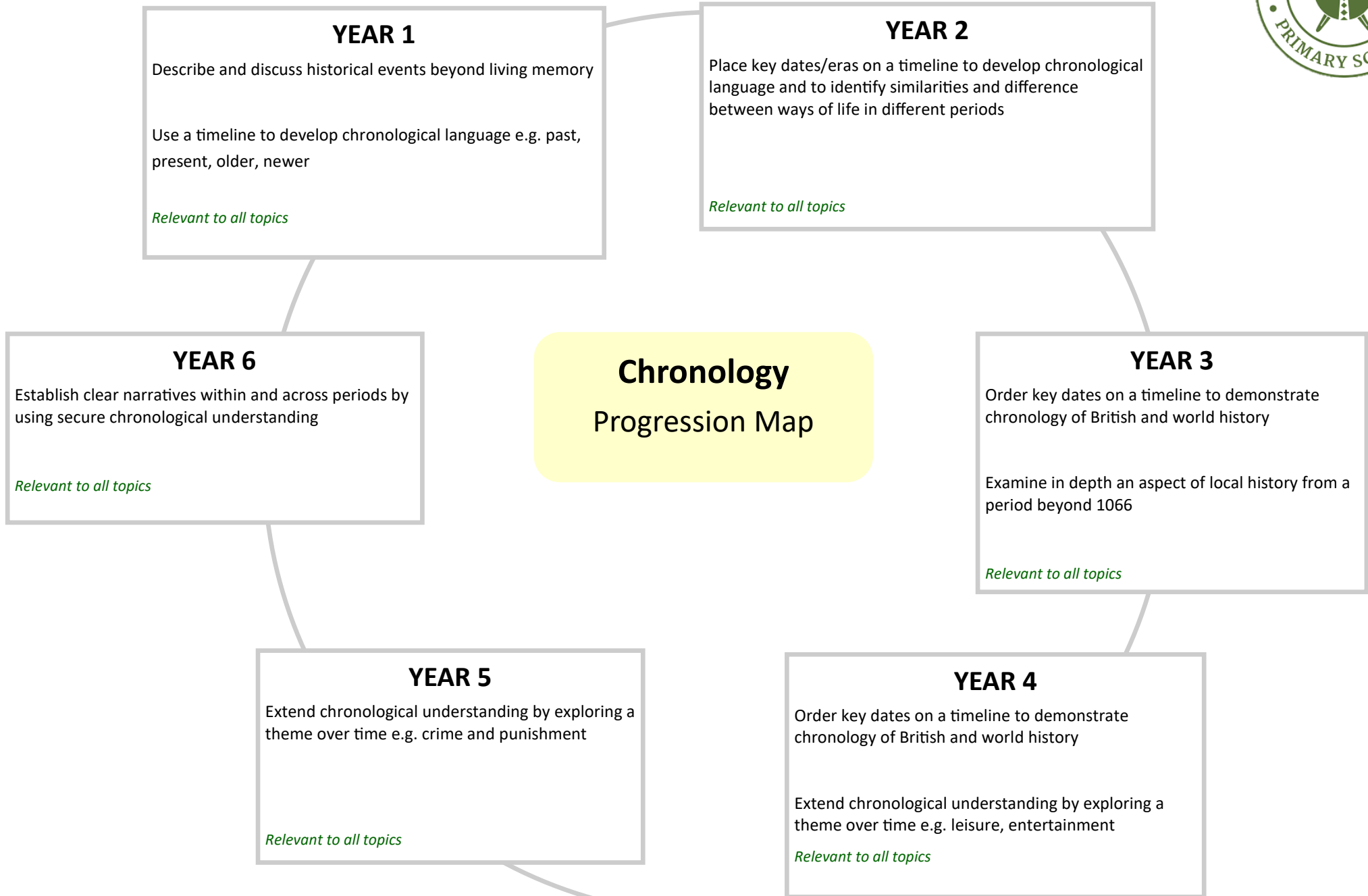
Core Concepts in History			
Chronology	Key Vocabulary	Historical Enquiry	Interpreting History



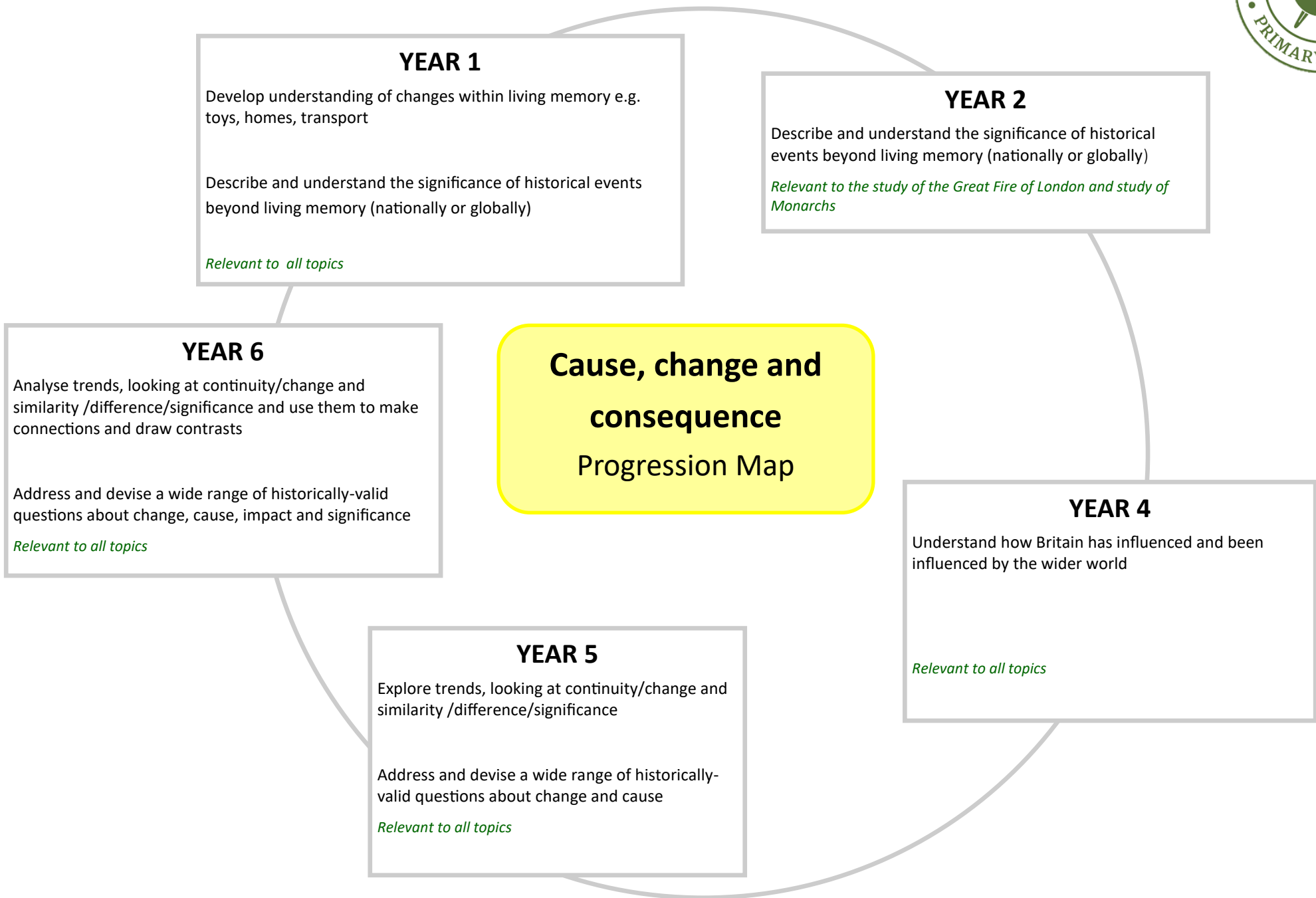
# History Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Me</p> <p>My family and</p> <p>My community</p> <p>Similarities and differences (Religious and history)</p> <p>Toys from the past</p> <p><b>POR books –</b></p> <p><b>Jack and the beanstalk, The elves and the shoemaker (Do our Kitchens look like this today? – this is in the past)</b></p>	<p>Changes within living memory – Houses and homes</p>	<p>Changes within living memory - Toys</p> <p><b>**Chertsey museum boxes</b></p>	<p>Changes in Britain from the Stone Age to the Iron age</p> <p><b>15,000 BC – 43 AD</b></p> <p><b>**Stone age visitor</b></p>	<p>The Viking and Anglo-Saxon struggle for Kingdom of England to the time of Edward the Confessor</p> <p><b>793 AD - 1066</b></p> <p><b>**Chertsey museum</b></p>	<p>A non European Society that provides contrasts with British History (early Islamic civilization, including a study of Baghdad)</p> <p><b>c. AD 900</b></p>	<p><b>WW2</b></p> <p>Significant individuals – Alan Turning (Lived in Guilford)</p> <p><b>1939-1945</b></p> <p><b>**Chertsey museum</b></p>
Spring	<p>Exploring jobs past, present and future</p> <p>Timeline of children’s life</p>	<p>Significant events beyond living memory – The Moon Landing</p> <p>Significant individuals - Neil Armstrong</p>	<p>Significant events beyond living memory - The Great Fire of London</p> <p><b>**baker visit/ fireman visit</b></p>	<p>The Roman Empire and its impact on Britain</p> <p>Including Julia Caesar</p> <p><b>43AD – 410</b></p> <p><b>**Verulamium trip</b></p>	<p>The achievements of the earliest civilizations (In depth study of Ancient Egypt)</p> <p><b>7500BC – 30AD</b></p>	<p>Tudors</p> <p>Local History Study (Hampton Court)</p> <p><b>1485-1603</b></p>	<p>The Suffragette movement</p> <p><b>1903-1918</b></p>
Summer	<p><b>POR texts – What the lady-bird heard at the seaside? – show pictures of the seaside in the past.</b></p> <p><b>Madeline – Do our clothes still look like this today? These are clothes in the past.</b></p>	<p>Significant individuals – Cristopher Columbus</p> <p>*Comparison to Neil Armstrong</p>	<p>Local History Study – Monarchs &amp; Windsor Castle</p> <p><b>**writing to a monarch</b></p> <p>History of the Seaside</p> <p><b>**seaside trip</b></p>	<p>Brittan’s settlement by Anglo-Saxons and Scots</p> <p>Local History Study</p> <p><b>449AD – 1066</b></p>	<p>A study of Greek life and achievements and their influence on the western world.</p> <p><b>776BC to 146BC</b></p>	<p>Victorians (A study that extends chronology beyond 1066)</p> <p>*focus on the first railways</p> <p><b>(1837-1901)</b></p> <p><b>**Turn classroom into Victoria London</b></p> <p><b>**Victorian day</b></p>	<p>Local study: Magna Carta</p>

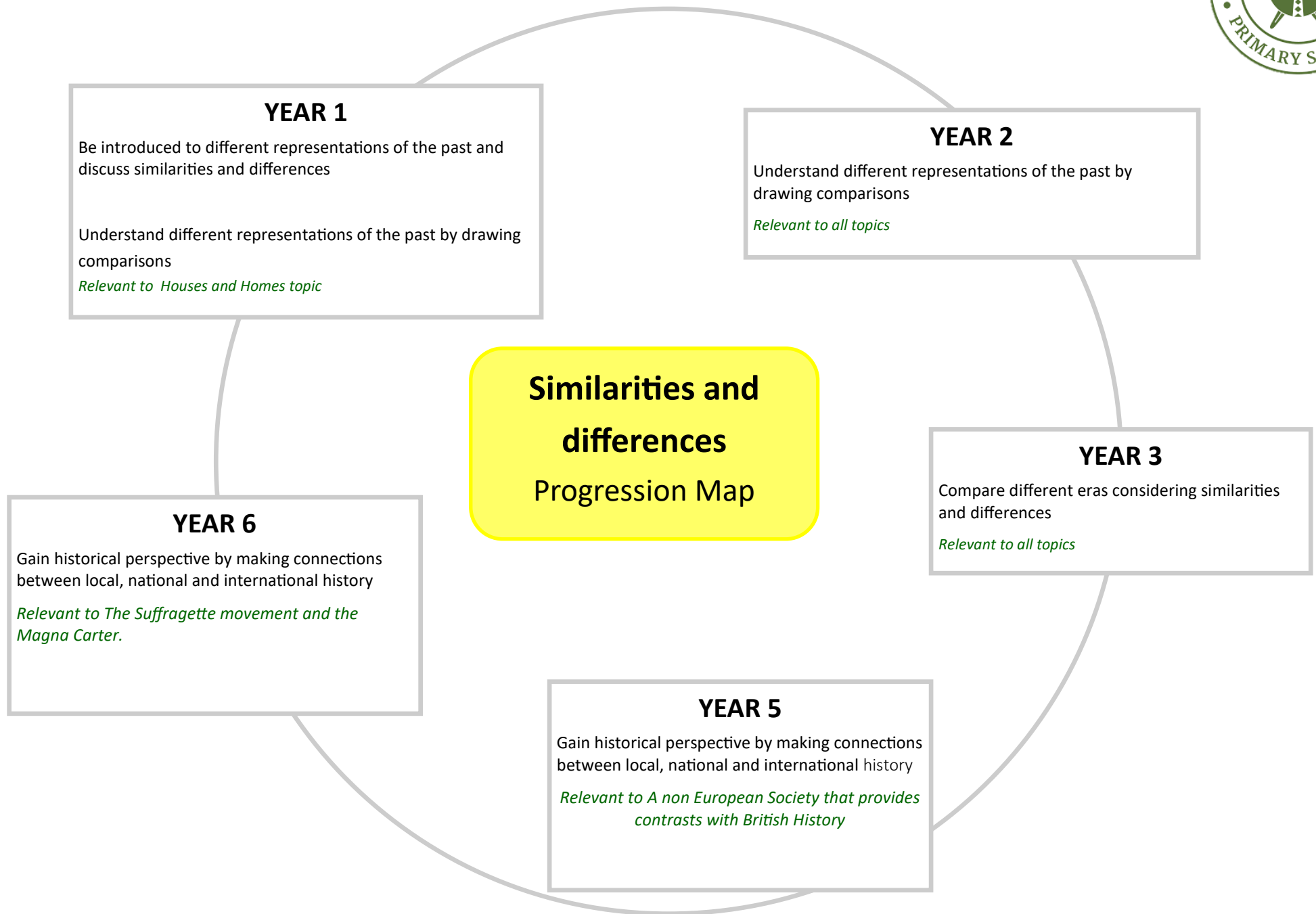
# HISTORY LEARNING MAP



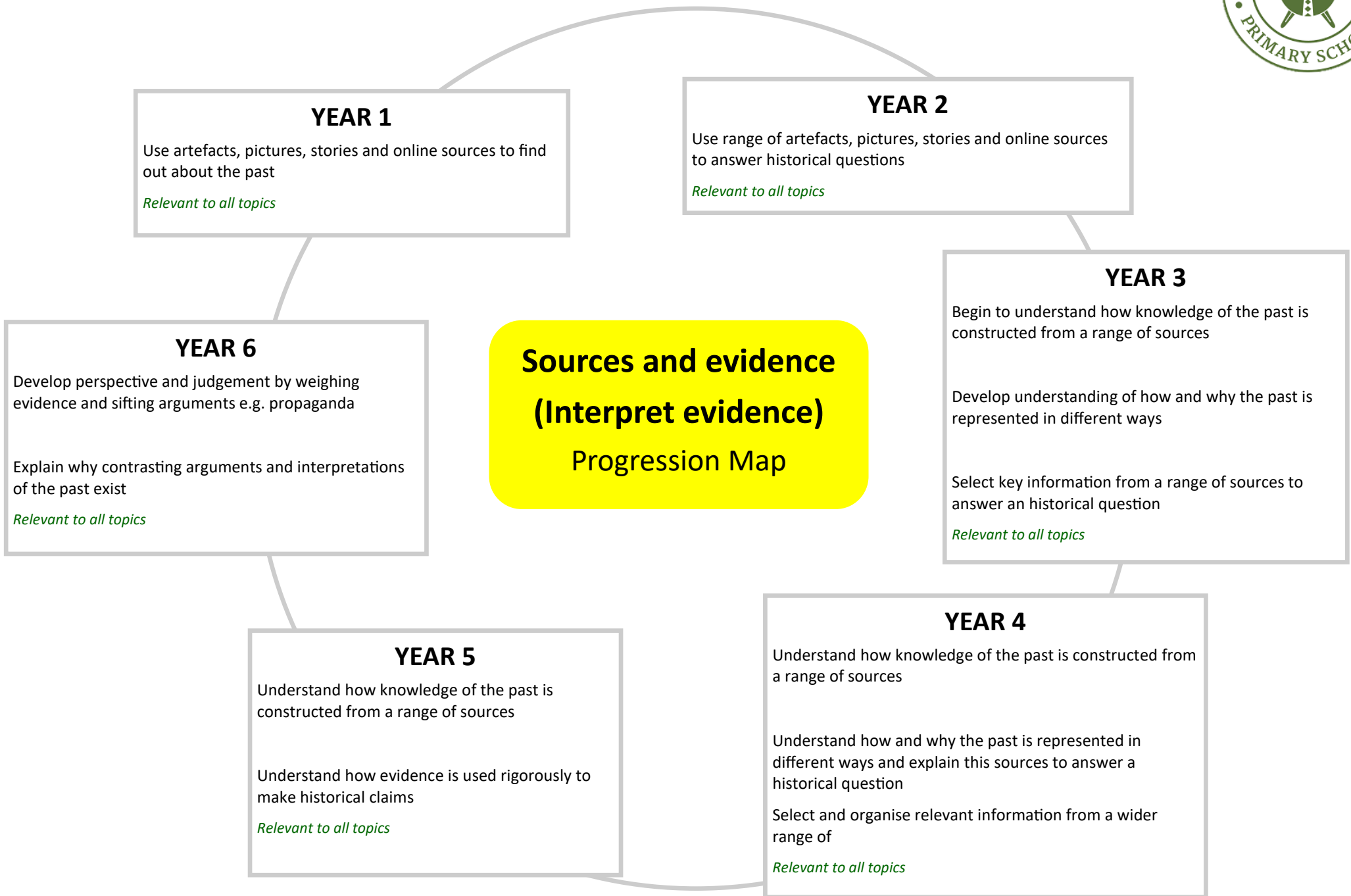
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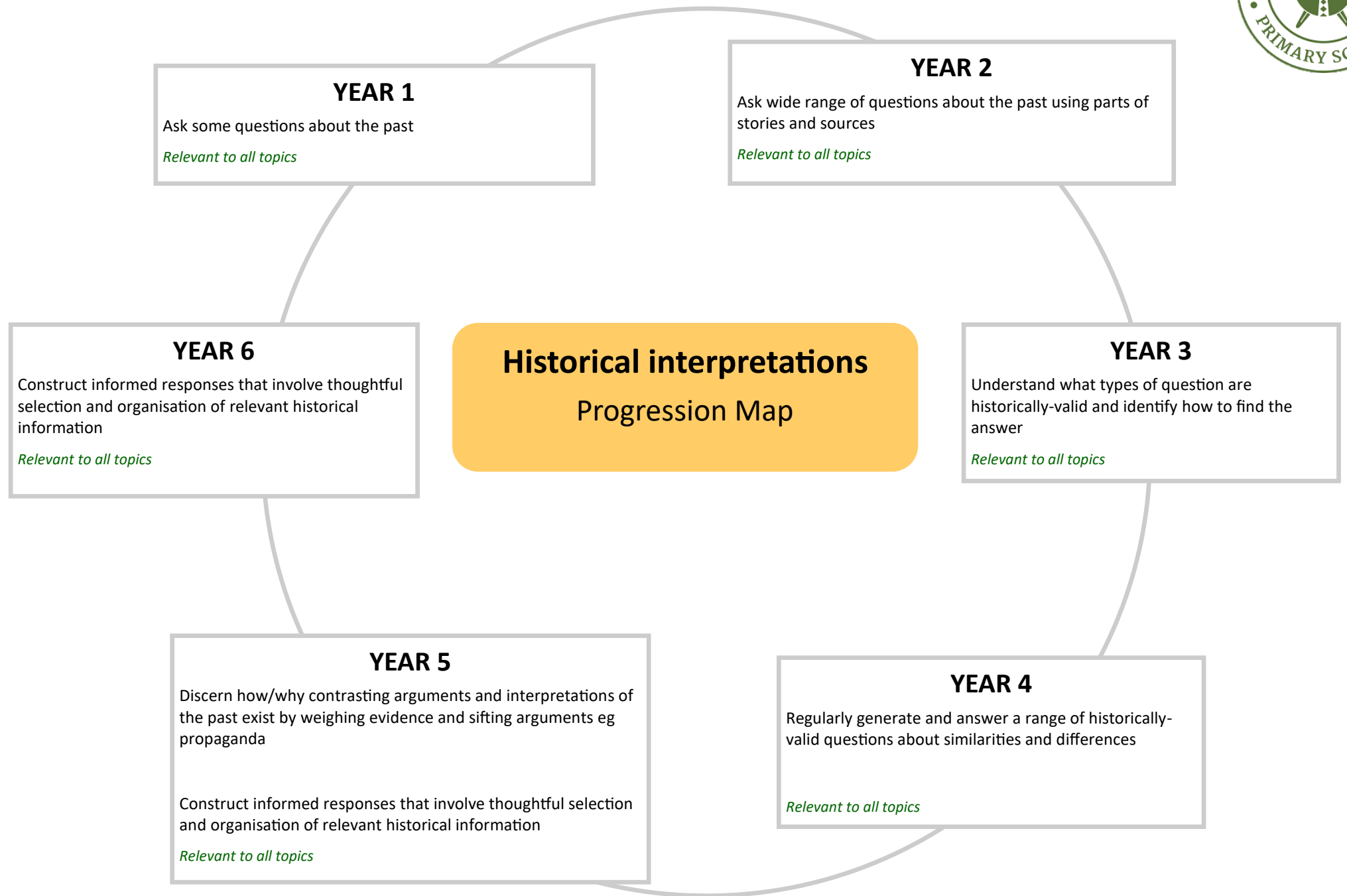
# HISTORY LEARNING MAP



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# HISTORY LEARNING MAP



## YEAR 1

Describe significant people from the past

*Relevant to Neil Armstrong and Christopher Columbus studies*

## YEAR 2

Describe key people from the past who have contributed to national and international achievements and understand their significance

*Relevant to Monarchs study*

## Substantive Knowledge Progression Map

## YEAR 6

Examine in depth an aspect of local history from a period beyond 1066

Examine different aspects of history e.g. social, cultural, political and religious, in different contexts

*Relevant to all topics*

## YEAR 5

Examine different aspects of history e.g. social, cultural, political and religious

Examine in depth an aspect of local history from a period beyond 1066

*Relevant to all topics*



# History Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use historical vocabulary e.g. past, present, long ago, timeline	Use a wider range of historical vocabulary e.g. recently, decade, century, source, pioneer	Develop a range of historical vocabulary e.g. artefact, chronology, invade, settle	Develop a range of historical vocabulary e.g. civilisation, chronology, ancient, legacy	Use and apply a range of historical vocabulary e.g. civilisation, propaganda, economy, political	Develop and apply a range of historical vocabulary e.g. influential, narratives, perspective
When I was little A long time ago Before I was born Then/now Event Explain Source Predict Evidence Eamous Celebrate Sequence Recent Remember Same/different	When I was younger Past/present Chronological Order Earlier Later Local area When my grandparents were young Research Timeline Historical event Artefact Similarities Differences	BC/AD Decade Ancient Century Period Brits Settlers Settlement Invaders/invasion Conquer(ed) Combat Archaeologists Excavate Evidence Information Finding skills Historian Historical	Recent history Time Difference Shape our lives Religious Differences Wealthy / poor Items Accurate Picture of the past Version Historical Argument Point of view	Comparison Role of Britain Christian values Punishment Hypothesis Influence	Societies Summarise Major Influence World history Civilizations Changes/continuity Persuade Viewpoint Propaganda Significant Interpretations