

	<p>Our School Vision</p> <p>Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.</p>	<p>Our core values</p> <p>friendship</p> <p>hope</p> <p>perseverance</p>
<p>Our Motto</p> <p><i>“The ones who plant and the ones who water work together as a team with the same purpose.”</i></p> <p>1 Corinthians 3:8</p> <p>We believe that with God’s help when we all work as a TEAM - Together Everyone Achieves More.</p>		

Progression in History

Key Concepts/Golden threads

Subject concepts act as coat-hangers to hook information onto and **‘Golden threads’** that run throughout the curriculum. This allows the pupils to store this knowledge into the long term memory and to remember for longer. Developed on research by Jan Meyer and Ray Land (2003), the use of concepts in our curriculum are used to capture the most important essence (knowledge) of the subject. The same concepts are explored in every year group and students will gradually increase their understanding of them.

<i>chronology</i>	significance	causes and effects	changes and continuity	evidence	similarities and differences	interpretation
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Context Topics of Study Substantive Concepts (Holding Baskets)		Y3	Y4	Y5	Y6
Autumn		<p><i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p> <p>The history of our school How has our school changed over time? How did the Victorians introduce schools for all children? What was life like for children in Victorian times?</p> <p>Gender equality</p>	<p><i>the Roman Empire and its impact on Britain</i></p> <p>Roman Britain What was the impact of Roman invasion on Britain?</p> <p>Society country invasion empire voyage</p> <p>The Roman empire covered many countries and peoples (North Africa)</p>	<p><i>the achievements of the earliest civilizations</i></p> <p>Ancient Egypt What were the achievements of the Ancient Egyptians?</p> <p>society country religion civilisation</p> <p>African ancient civilisations</p>	<p><i>Non-European study (contrast British history)</i></p> <p>Ancient Maya What was the Mayan civilization like? Where does chocolate come from?</p> <p>Society civilisation religion empire</p>
Spring		<p><i>changes in Britain from the Stone Age to the Iron Age</i></p> <p>Stone Age to Iron Age Who were the early settlers in Britain?</p> <p>society settlement civilisation</p> <p>ethnicity and migration of early people</p>	<p><i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p>The Anglo-Saxons How did Britain change with the Anglo Saxons?</p> <p>voyage invasion settlement trade country</p>	<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p>Ancient Greece Who and when were the Ancient Greeks? How did the Ancient Greeks influence western civilization?</p> <p>Society country Religion civilisation</p> <p>Democracy and slavery</p>	<p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Significant event -The Battle of Britain What was significant about the Battle of Britain in British history?</p> <p>War power political party alliance nation military prime minister</p> <p>Role of black and Asian people in WW2</p>
Summer		<p><i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p>	<p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p><i>A local history study</i></p> <p><i>The history of Telford and Wrekin ICT</i></p>

		Victorian Seaside How did the Victorians change leisure life in Britain? Gender differences/ role of women	Who were the Vikings? How did Britain change with the Vikings? voyage invasion settlement trade country	Social changes How have crime and punishment changed over time? Society rules Law rights Rule of law and social inequalities	<i>What is a New Town?</i> <i>How has Telford changed over time?</i> The migration of different peoples to UK/Shropshire
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NC SUBJECT: History					
Concepts	KS1 learning	Y3	Y4	Y5	Y6
Historical Interpretation This concept helps children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth.	Compare two versions of a past event. Use pictures, photographs, and artefacts to find out about the past. Use stories or accounts to distinguish between fact and fiction. Explain that there are different types of evidence and sources that can be used to help represent the past.	Identify differences in more than two versions of the same event or story in history. Investigate different accounts of historical events. Explain some of the reasons why the accounts may be different.		Find and analyse a wide range of evidence about the past. Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past. Understand the difference between primary and secondary evidence and the impact of this on reliability. Show an awareness of the concept of propaganda. Know that people in the past represent events or ideas in a way that may be to persuade others. Evaluate the usefulness of different sources.	
Historical Investigation Historical enquiry is the process by which students use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.	Look at or handle evidence to ask simple questions about the past. Look at or handle evidence to find answers to simple questions about the past based on simple observations. Choose and select evidence and say how it can be used to find out about the past.	Use a range of sources to find out about the past. Construct informed responses about one aspect of life or a key event in the past. Gather more detail from sources such as maps to build up a clearer picture of the past. Devise own questions to find answers about the past. Undertake their own research.		Know when they are using primary and secondary sources of information to investigate the past. Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Select relevant sections of information to answer historically valid questions and construct detailed, informed responses. Investigate their own lines of enquiry by posing historically valid questions to answer.	

<p>Chronological Understanding</p> <p>Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration, and the sense of period.</p>	<p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>LKS2 pupils will understand that a timeline can be divided into BC (Before Christ) or BCE (Before Common Era) and AD (Anno Domini) of CE (Common Era). In Year 3 pupils will be able to sequence several events, artefacts or historical figures on a timeline using dates that are sequential and/or close in proximity e.g., Stone, Bronze and Iron age and closely connected Victorian Age events. In Year 4 pupils will progress using timelines including those that are sometimes further apart e.g., Romans, Saxons and Vikings and terms related to the unit being studied and passing of time (see KS1)</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p> <p>Understand how some historical events/periods occurred at the same time in different locations, e.g. Indus Valley and Ancient Egypt.</p>
<p>Knowledge and Understanding of Events, People and Changes in the Past</p>			
<p>Continuity and change in and between periods.</p> <p>There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.</p>	<p>Cause and consequence</p> <p>This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.</p>	<p>Similarity / Difference within a period/situation (diversity)</p> <p>Similarity and difference is based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.</p>	<p>Significance of events / people</p> <p>Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.</p>

	Recognise some similarities and differences between the past and the present. Identify similarities and differences between ways of life in different periods. Know and recount episodes from stories and significant events in history. Understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past.	Identify key changes over a period of time and be able to give reasons for those changes. Find out about the everyday lives of people in time studied compared with our life today. Explain how people and events in the past have influenced life today. Identify key features, aspects and events of the time studied. Describe connections and contrasts between aspects of history, people, events, and artefacts studied.	Identify and note connections, contrasts, and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic, and political when describing the past. Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women, and children.		
Presenting, Organising and Communicating	Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past. Use drama/role play to communicate their knowledge about the past.	Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. Start to present ideas based on their own research about a studied period.	Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and present a self-directed project or research about the studied period.		
Historical vocabulary	then, now, old, new, before, after, past, present, similar, different, time, history, artefact	chronology, sources, connections, contrasts, time periods, prehistoric artefact, BC, AD	civilisation, influence chronological, artefacts, sources, contrasts, connections, time period, era, timeline, culture, ancient, modern, BC, AD	Historical source, primary source, biased, unbiased, trustworthy, untrustworthy, invasion, fall of an empire, BC, AD, century, decade	connection, contrast, similarity, difference, significance, source (primary and secondary) inference, patterns, civilisation