



Curriculum Progression Document

History



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History
Curriculum
Intent

Acres Hill Community Primary School- Intent

Acres Hill Community Primary's Curriculum Intent

At Acres Hill we know that education is fundamental to improving the life chances of our pupils and their families. For all our children, the goal is that they will leave Acres Hill Community Primary School as proficient and confident readers, writers and mathematicians who have a love for learning and an interest in the world in which we live.

For this to occur children also need to be confident, independent and resilient. Our curriculum therefore aims to support the whole child, in order to equip them with academic and interpersonal skills required to be successful, whilst also building aspirations and confidence to dream big and aim high.

In order to accomplish this aim we deliver a broad and balanced curriculum across school. The curriculum is sequenced and rigorous in order to develop and support children's core academic knowledge and skills, whilst also broadening children's understanding of the wider world (and their place in it) so that they are fully equipped to explore and succeed as part of it.

We deliver a curriculum that:

- Gives children the knowledge to flourish in the next stages of their education
- Utilises highly skilled teaching which builds on children's prior learning
- Ensures that learning for children is precise and focused
- Is well sequenced so that knowledge and skills are built upon progressively throughout a child's time in school
- Uses planned opportunities for repetition of learning and the threading of key concepts and ideas
- Supports children to experience their learning in creative and stimulating ways, supporting children to be curious, independent and motivated in their own learning
- Embraces the local area and community, in order to recognise its heritage, local history and geography; as well as its place within the wider world.
- Promotes the supporting of the whole child, to ensure that children are empowered to be physically and emotionally well and able to lead positive and productive lives
- Is aspirational; all staff work to inspire and support children in order to ensure they are aware of the world to be explored and that they are suitably equipped and challenged to do so.

History Subject Intent

We aim to ensure our children:

- Know and understand that our History topics show coherent, chronological narrative from the earliest times to the present day looking at how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Ask perceptive questions and think critically using sources of evidence and their wider knowledge to support their opinions.
- Understand and use disciplinary knowledge such as historical interpretation, historical significance, sources and evidence and chronology to formulate connections and draw contrasts.
- Are inspired by our curriculum, become curious about the past and grow their knowledge of the origins of our community and the development of our city.

Acres Hill Community Primary School- Aspirations

Aspirations for the future;

At Acres Hill, we are always thinking about how to prepare our children for the next stage in their learning journey and beyond. We like to talk to the children about their aspirations and take the time to consider the jobs that a range of the foundation subjects are needed for.

Here are some of the jobs you could aspire to do in the future as an Historian:

- Member of Parliament
- Museum curator
- Archaeologist
- Tour Guide

For more careers, visit the First Careers website to learn more about different job roles linked to your favourite subjects



Member of Parliament



Museum
curator



Tour guide



Archaeologist

Acres Hill Community Primary School- Enrichment

Wider Curriculum Opportunities & Cultural Capital

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This can include a programme of clubs, that support the core curriculum offer, as well as also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

We also provide further opportunities to enhance children's learning wherever possible. These can include:

Whole School Theme Days/Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying, eSafety Day, World Book Day, Red Nose Day and Comic Relief.

Educational Visits and Residentials

School trips and visits are an integral part of the education of children at Acres Hill. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities such as author visits, trips to the theatre, sporting events; and attending or taking part in performances or competitions.

Children in Y2, Y4 & Y6 take part in a residential visit. These are planned to provide new and exciting experiences. Children in Year 2 and Year 4 go on a residential visit and Year 6 take part in an outdoor pursuits residential where they experience a range of activities such as orienteering, climbing, abseiling, raft building, archery and lots more.



History History and the EYFS Curriculum

Developing Early
Historical Skills

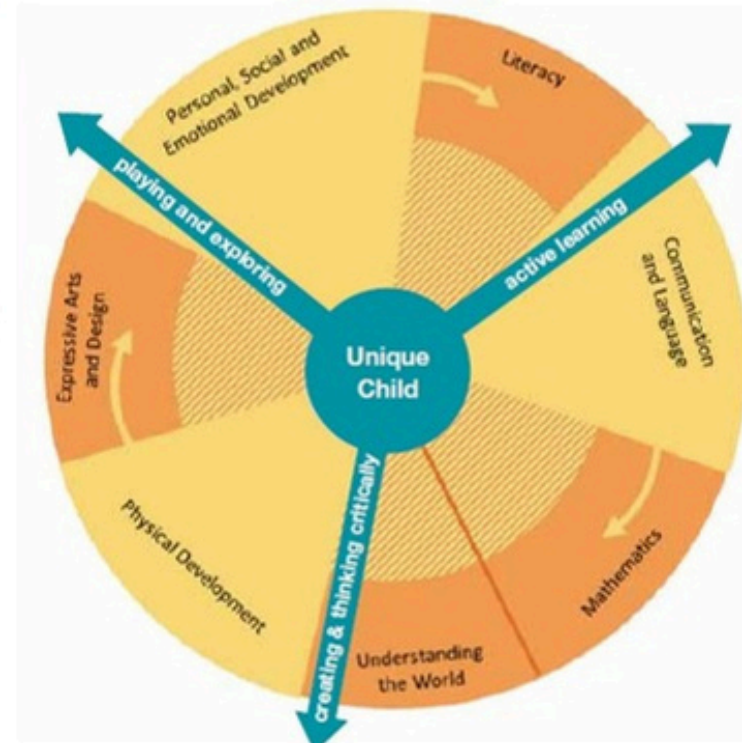
Developing Early Historical Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of history in our EYFS:

ELG 13: Understanding the World: 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.



History
History and
the National
Curriculum

History and the National Curriculum: Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people and places in their own locality.

History and the National Curriculum: Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



Implementation of Whole School History

Programme of Study

Acres Hill's History Programme of Study

		Key Concept		
Year Group	Enquiry Question	Power & Conflict 	Achievements 	Society 
1	What was it like growing up in Sheffield in the past?			
1	How have toys changed?			
1	How did Mary Seacole and Florence Nightingale change hospitals?			
2	How was school different in the past?			
2				
2	What is a Monarch and why are they important?			
3	Would you prefer to have lived in the Stone, Iron or Bronze age? Why?			
3	How did the beliefs of Ancient Egyptians shape their lives?			
3	Why is Sheffield known as the City of Steel?			
4	How did the Greeks influence the Western world?			
4	The Romans; Friends or Foe?			

Acres Hill's History Programme of Study

		Key Concept		
Year Group	Enquiry Question	Conflict & Power 	Achievements 	Society 
4	How hard was it to invade and settle in Britain? Why?			
5	Did the Early Islamic civilisation invent it all first?			
5	The Vikings; Ruthless raiders or peaceful settlers?			
5	Why were the Tudors so important to Britain?			
6	What was the impact of WW2 on the people of Britain?			
6	How did the achievements of the Ancient Maya influence their society and beyond?			



Implementation of Whole School History

Progression of
Knowledge & Skills

Progression of Knowledge & Skills- Concepts

At Acres Hill, we aim to develop the following concepts through the progressive teaching of historical knowledge, skills and understanding. These concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage Two.

Pupils will learn how historians use sources to investigate and interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding of the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning on important aspects of different historical periods and make links and comparisons within and between different periods in history. They will learn how communicate their ideas orally and in writing in an appropriate historical style.

History Concepts

- **Society**

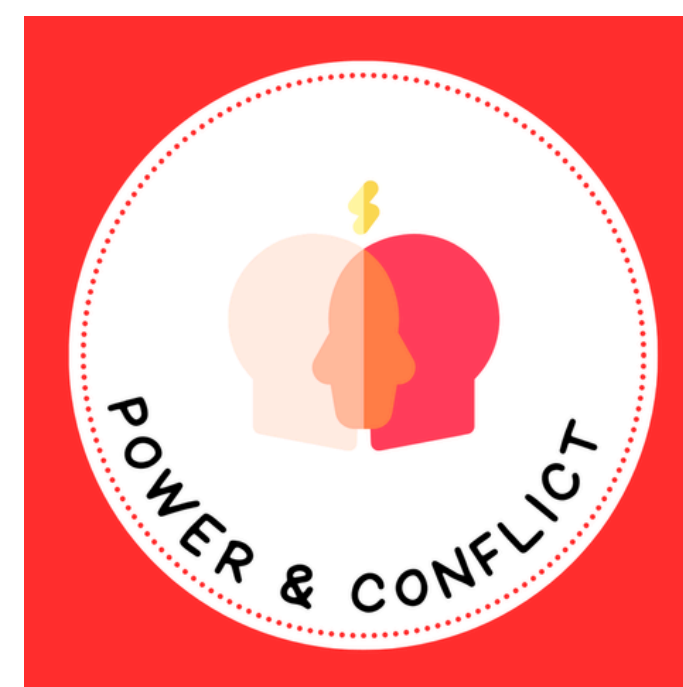
Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.

- **Achievements**

History has been driven by innovation and we believe it is important that our children recognise this. Children will be able to identify how the innovations and achievements of the time affected and changed society. In turn, this allows the children to assess the impact of new inventions and consider how new technologies may affect and change our society today.

- **Power and Conflict**

Throughout history, major changes have occurred as a result of significant events including war and invasion. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war.



Implementation

Progression of Knowledge- Key Stage One

	Year 1	Year 2
Autumn 1	What was it like growing up in Sheffield in the past? Key concept: Society Substantive knowledge: • Shopping relied upon smaller independent businesses rather than shopping centres and supermarkets. • People had less access to technology in their own homes and in everyday life. • People spent their spare time doing more active things and made their own entertainment. • School life had more rules and children had less choice.	What was life like in school in the past? Key concept: Society Substantive knowledge: • Changes in schools have come about because of improvements in technology. • Daily life has changed over time but there are still some similarities to life today. • School life had more rules and there was less choice.

Progression of Knowledge- Key Stage One

	Year 1	Year 2
Spring 1	How have toys changed? Key concept: Achievements Substantive knowledge: • Toys that my parents and grandparents played with are built differently from the toys I play with. • The materials that toys are built with today are different from the ones in the past. (wooden, cloth, mostly handmade). • Smaller range of toys available in the past compared to now.	How did we learn to fly? Key concept: Achievements Substantive knowledge: • The Wright brothers made the first successful flight. • Bessie Coleman was the first African American woman to obtain an international pilot's licence. • Planes were made from wood and fabric in the past compared to now. They weren't as safe.

Progression of Knowledge- Key Stage One

	Year 1	Year 2
Summer 1	How did Mary Seacole and Florence Nightingale change hospitals? Key concept: Society Substantive knowledge: • Mary Seacole and Florence Nightingale were nurses from the past. • Both helped soldiers in the war when they became injured/sick. • From their work, hospital conditions improved, and fewer people died. This work is continued today	What is a monarch and why are they important? Key concept: Power and Conflict Substantive knowledge: • A monarch is a King or Queen who rules a country because one of their relatives ruled before them. • A coronation is a grand event where the monarch is presented with royal ceremonial objects in front of many people. • The roles and powers of a monarch have changed over time. Rules, laws, decisions.

Progression of Knowledge- Key Stage Two

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Would you prefer to have lived in the Stone, Iron or Bronze Age? Key concept: Achievements Substantive knowledge: - Between 10,000BCE – 430CE, the Stone Age Bronze Age and Iron Age occurred. - In the Stone Age, people were hunter gatherers and had minimal tools to use. - In the Bronze Age, people started to use bronze to make tools and began to settle and become farmers. - In the Iron Age, larger settlements were formed, and weapons and tools became more advanced.	How did the Greeks influence the Western world? Key concept: Achievements Substantive knowledge: - Ancient Greek period refers to 1200BCE to 323BCE. - The Greeks invented many things that are still used in society today e.g. the alphabet, democracy, Olympic games. - The two most powerful Greek cities were Sparta and Athens. Athens was a democracy, and Sparta was ruled by the military. - Major sporting events in the Western world derive from the Ancient Greeks e.g. Olympics and marathons.	Did Early Islamic civilisation invent it all first? Key concept: Achievements Substantive knowledge: - Early Islamic civilisation wasn't a single country. The Islamic empire spread from the Middle East, west to North Africa and Spain and east to India with Muslims representing around a quarter of the global population. - For a period, Baghdad was the largest city in the world and the intellectual capital of the world keeping alive the ideas of the Greeks and the Romans. - Islamic civilization used the idea of zero for the first time and its numerals, 1,2,3, etc are still used today. The word algebra comes from this time. - Islamic knowledge of medicine, astrology and science was way ahead of Britain at the time and their ideas of keeping clean were also advanced, with their baths, canals, reservoirs and clean streets.	What was the impact of WW2 on the people of Britain? Key concept: Power and Conflict Substantive knowledge: - Sheffield was a target in WW2 due to the steel industry and its part in the war. It was bombed heavily on the 12th Dec and 15th Dec 1940. This was known as the Sheffield Blitz. - Children were evacuated to the Lincolnshire, Leicestershire, and Nottinghamshire to keep them safe from air raids. - WWII occurred between the 3rd September 1939 and the 15th August 1945. - The war started because Hitler wanted to make Germany a 'great' nation again. - The Allies forces included Great Britain, France, The Soviet Union, China and The United States of America. - The Axis powers were Germany, Italy and Japan.

Progression of Knowledge- Key Stage Two

	Year 3	Year 4	Year 5	Year 6
Spring 1	Why is Sheffield known as the City of Steel? Key concept: Innovation/Invention Substantive knowledge: - Steel production was an important part of life in Sheffield as one of the biggest employers of local people. - Demand for steel changed over time (train tracks, cutlery, munitions, ship building) - During the war, Sheffield became a target due to producing steel. - Lots of jobs within the industry were lost due to the government led by Margaret Thatcher as they closed factories down.	The Romans; Friends or Foe? Key concept: Power and Conflict Substantive knowledge: - The Ancient Rome period refers to 753BCE – 476CE. - Romans invaded many countries around Europe including Britain. - Empire is a term used to describe a group of territories ruled by one single ruler or state. - Boudica leads the Celts in revolt against the Romans but was unsuccessful. - Romans introduced many positive changes such as roads, towns, architecture and mosaics which are still evident today.	The Vikings; Ruthless raiders or Peaceful settlers? Key concept: Society Substantive knowledge: - The Viking period ran from 793CE to 1066CE - The word Viking means raider but they were also traders and settlers, especially later in the period. - They attacked England from Scandinavia carrying out raids on monasteries which is why the monks criticised them so much. - For many years They fought hard against the Saxons for control of England but were stopped by Alfred. - They then settled in the East with some becoming kings of England at the end of the Saxon period.	How did the beliefs of the Ancient Maya influence their society and beyond? Key concept: Society Substantive knowledge: - The Maya was an ancient civilisation in Mesoamerica (Central America) that existed from 2000BCE to approximately 1697CE. - Ancient Maya had a clear social hierarchy formed. - The Maya lived in many city states and each city state had its own ruler. - Religion was very important to the Ancient Maya, evidenced by their impressive temples. They worshipped many gods. - They would offer blood sacrifices in order to keep their gods happy.

Progression of Knowledge- Key Stage Two

	Year 3	Year 4	Year 5	Year 6
Summer 1	How did the beliefs of Ancient Egyptians shape their lives? Key concept: Society Substantive knowledge: • Ancient Egyptians were one of the earliest civilisations in the world from 2950BCE to 30BCE. • Egyptian society consisted of pharaohs, government, priests, scribes and soldiers, merchants and slaves. • Ancient Egyptians believed in many Gods and Goddesses who ruled different aspects pf their lives. • Pyramids were enormous structures that were built as tombs for the pharaohs which are still standing today.	How hard was it to invade and settle in Britain? Key concept: Power and Conflict Substantive knowledge: • The Anglo Saxon period ran from 410CE to 1066CE • Anglo Saxons were invited by the Romans to fight the Picts and Scots. • When the Romans were ordered to return to the Empire, Anglo Saxons took over the East of England, Britons remained in the West 410CE. • More Anglo Saxons travelled to Britain to settle as farmers, and they established villages across the East. • Because King Alfred of Wessex was a strong King, he stopped the Vikings taking over all of Britain and they settled in their own area called the Danelaw • William of Normandy defeated King Harold who was the last Anglo-Saxon King at the Battle of Hastings.	Why were the Tudors so important to Britain? Key concept: Power and Conflict Substantive knowledge: • The Tudor period span from 1485CE to 1603CE. • Henry VIII and his daughter Elizabeth I between them ruled powerfully for over three quarters of the period. • Henry VIII's reign was between 1509-1547. Henry died in 1547 at the age of 55. • Henry is known for being a ruthless King who ruled with an iron fist. • One of the most important and long-lasting changes was what was known as the Reformation where Protestantism largely replaced Catholicism.	

Progression of Skills- Chronology

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Chronology involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places	Nursery and Reception • I can use simple language relating to time • I can put events in order	Year One • I can use words and phrases like before, after, past, present, then and now. • I can sequence events from within living memory on a timeline. Year Two • I can order events on a timeline beyond my lifetime. • I can sequence events that occurred during a historical period.	Year Three & Year Four • I understand the difference between BC, AD, BCE and CE. • I can place dates and events on a timeline for a historical period. • I can place key events from a period of history on a timeline in relation to one other period of history.	Year Five & Year Six • I can use more accurate dates when describing and sequencing events. • I understand the chronology of key events in periods I am studying and how this relates to other key periods in history. • I can summarise and evaluate events on a timeline in relation to key concepts or theme (e.g. invaders, war, industry, and technology.)

Progression of Skills- Sources and evidence

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Build an understanding of way the past is constructed through sources of evidence	Nursery and Reception I can find out about things that have happened in my life by asking questions and looking at pictures.	Year One and Year Two I can research the past using a variety of secondary sources.	Year Three & Year Four - I can explore a range of secondary sources and can differentiate between fact and opinion. - I can present the information I have learnt in a variety of ways. - I can use research skills to find answers to specific historical questions about our locality. - I know the difference between primary and secondary sources. - I can explain how historical artefacts can be used to help build up a picture of the past.	Year Five & Year Six - I can evaluate the usefulness of primary and secondary sources in historical enquiry. - I can use of range of information, including my own research to present a historical argument. - I understand that some sources include facts and opinions and different evidence can lead to different conclusions.

Progression of Skills- Historical significance

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Why some events or people are deemed to be significant by historians.	Nursery and Reception • I can recognise and describe special times or events for me, my friends or family.	Year One and Year Two • I can explain how historical events and people changed things	Year Three & Year Four • I can identify historically significant people and events and their impact.	Year Five & Year Six • I am aware of some pivotal events and people in British history. • I can evaluate the impact of key historical people and events.

Progression of Skills- Historical interpretation

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Understand that history is not black and white but rather shades of grey. There are no right answers but rather different versions of the truth.	Nursery and Reception • I can identify similarities and differences • I can begin to ask and answer 'how' and 'why' questions in response to stories and events	Year One and Year Two • I can sort artefacts, photographs and facts using the terminology "then" "now" 'new' and 'old' • I can compare small details from a range of artefacts, photographs and facts. • I can show an awareness of other peoples' (and key individuals) opinions and values.	Year Three & Year Four • I can understand that there is often not a single answer to historical questions. • I can show knowledge and understanding of some of the main events, people and changes studied.	Year Five & Year Six • I can understand different ways the past has been represented and why there are different versions of the past. • I can explore alternative points of view in history and compare different versions of the same story.

Reading in History

At Acres Hill, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in history through reading with the use of high-quality texts across a wide range of genres. These are matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and subject-specific vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Strong phonic knowledge and skills.
- A strong comprehension of texts.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- The ability to think, reflect, debate, discuss and evaluate processes (both human and physical).
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources

Implementation

SMSC in History

SMSC within the curriculum

SMSC is not a lesson which is taught in isolation, it is interwoven throughout our curriculum. History naturally provides rich opportunities for learning about the progression of people's rights around the world and how these were achieved. There are clear links with global citizenship, sustainable development and similarities and differences across the world. Staff are able to enhance teaching and learning by modelling respectful language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of history to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact SMSC development is integrated into our broad and balanced curriculum, children understand the importance of their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a SMSC perspective to areas of the curriculum can enhance and enrich learning and instil a respectful ethos within our school. By ensuring that children have a rich SMSC understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation