



Canterbury Cross Primary School

'Where Bright Futures Begin'

HISTORY SEQUENCING & PROGRESSION



YEARS 1 AND 2

| Year Group | UNIT | Substantive historical content | Recurring substantive themes, ideas and language (the ultimate role of the content). | Subject rationale: what is this section doing within pupils' wider history curriculum journey? What later content is this preparing for? (the proximal role of the content) | Basic disciplinary training in history. |
|------------|------------------------------------|--|---|--|--|
| 1 | TOYS | <p>KS 1 National Curriculum History Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | <p>This unit gives the children the opportunity to gain knowledge of toys, and how they have changed within living memory. It is an introduction to sequencing, creating timelines and gaining an understanding of chronology. Starting with the exploration of common toys they will begin to look for clues about what life was like in the children's grandparents time. The learning will be enhanced in the classroom with a Toy museum.</p> | <p>As a result of learning about and using:</p> <ul style="list-style-type: none"> • timelines • historical language • clues and evidence <p>the children will start to become competent in the historical skills needed to help them begin to investigate and interpret sources and identify simple answers as young historians. They will recognise the difference between the past and present in their own and the lives of their parents and grandparents. The children will develop an awareness of the past, using relevant vocabulary and phrases relating to the passing of time.</p> <p>This unit will prepare children for: the investigation of further chronological sequencing of items related to different periods of time. It will also help them develop the skills to find answers about the past from other artefacts and sources.</p> | <ol style="list-style-type: none"> 1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length |
| 1 | THE CADBURY FAMILY | <p>KS 1 National Curriculum History Pupils should be taught about:</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality. | <p>The knowledge from this unit will give the children an understanding of a significant local historical family. It will begin to further develop their historical skills through the introduction of a different time period. They will sequence events and consider sources of evidence from the time. It will give them an understanding of a local family that contributed to history and gained international recognition.</p> | <p>As a result of learning about and using:</p> <ul style="list-style-type: none"> • simulations • accounts • primary and secondary sources • recounts <p>This unit will prepare children for: further investigation and understanding of significant events and individuals in local history. It will prepare them for an historical study of Birmingham at KS 2. The children will begin to know where significant individuals such as the Cadbury Family fit within a chronological framework and begin to identify similarities and differences between ways of life in different periods.</p> | <ol style="list-style-type: none"> 1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length |
| 2 | THE GREAT FIRE OF LONDON | <p>KS 1 National Curriculum History : Pupils should be taught about: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London.</p> | <p>This unit allows children to go back in time to 1666 imagining what it was like in London when The Great Fire occurred. The children will learn about reasons the fire spread causing so much devastation. They will learn how to use terms such as cause, effect and consequence accurately. They will discover the lasting legacy of what makes many parts of London how it is today. By studying this significant event the children will understand how the homes we live in today are both safer due to the changes over time.</p> | <p>As a result of learning about and using:</p> <ul style="list-style-type: none"> • artefacts • accounts • paintings • diaries <p>the children will start to become more proficient in using 'reliable evidence and sources'. They will sequence events in chronological order and give reasons why events happened and how and why people acted as they did. They will begin to understand how London and our homes have changed over time.</p> <p>This unit will prepare children for: further investigations into historical events beyond living memory that are significant both nationally and internationally. It will prepare the children for further evaluation of how we find out about the past and how to identify different ways in which it is represented. It will help the children generate questions about similarities and differences between ways of life in different periods.</p> | <ol style="list-style-type: none"> 1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length |
| 2 | CHRISTOPHER COLUMBUS & IBN BATTUTA | <p>KS 1 National Curriculum History: Pupils should be taught about :</p> <ul style="list-style-type: none"> • 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 | <p>This unit compares two individuals who had significant international lives at different periods of time. As a result of previous learning the children will be have begun to understand that history is what has happened in the past and this can span hundreds of years. To further their historical skills the children will study the experiences of some of the most famous explorers. They will sequence events in chronological order, match objects and artefacts to two explorers of different ages. This will help build a range of historical vocabulary and subject knowledge. They will be encouraged to ask and answer questions and choose to use different parts of stories to further their historical understanding.</p> | <p>As a result of learning about and using:</p> <ul style="list-style-type: none"> • chronology • timelines • photographs • video clips • primary and secondary sources • vocabulary relating to the passing of time <p>the children will further their understanding of chronology and increase their subject knowledge of significant individuals in different periods of history.</p> <p>This unit will prepare children for: the investigation of other significant individuals in history building their historical subject knowledge. They will continue to deepen their understanding and use of historical vocabulary and their sense of chronology. It will prepare them to ask and answer their own enquiry based questions.</p> | <ol style="list-style-type: none"> 1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length |

YEARS 3 AND 4

| Year Group | UNIT | Substantive historical content | Recurring substantive themes, ideas and language (the ultimate role of the content). | Subject rationale: what is this section doing within pupils' wider historical curriculum journey? What later content is this preparing for? (the proximal role of the content) | Basic disciplinary training in history |
|------------|--|---|--|--|--|
| 3 | ANCIENT EGYPT | KS 2 National Curriculum History: Pupils should be taught about: the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China | This unit begins with an overview of the earliest civilisations followed by a depth study of Ancient Egypt. The children will consider life for different classes in society 3000 years ago in Ancient Egypt. They will consider the wealth of primary and secondary sources that archaeologists have discovered to enable us to gain much information about the daily life of both slaves and pharaohs. The children will consider the achievements of this civilisation in terms of their buildings, their writing systems, literature, art, mathematics, medicine and their irrigation techniques to maximise the use of the fertile River Nile. | As a result of learning about and using: <ul style="list-style-type: none"> primary and secondary sources artefacts images timelines accounts and diaries the children's understanding and knowledge of this period will allow them to compare the achievements of the Egyptians with those of the early civilisations. It will help them understand how the past can be constructed from a range of sources. This unit will prepare children for: a comparison with the achievements of the Ancient Greeks and the Ancient Islamic civilisation. It will help them to further develop ways of constructing informed responses that involve selection and organisation of historical information. The children will begin to use AD and BC or CE and BCE confidently with other periods they study. | <ol style="list-style-type: none"> 1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length |
| 3 | CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE | KS 2 National Curriculum History: Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age | This unit gives the children the opportunity to really explore chronology and pre-history. The children will learn that people have been living in Britain for a long time. They will investigate both continuity and change that occurred during the Stone, Bronze and Iron Age. They will investigate how the people went from hunter-gatherers to farmers. They will learn how the people lived and protected themselves from enemies. Finally, they will discover how weapons and tools changed with the use of bronze and iron. | As a result of learning about and using: <ul style="list-style-type: none"> secondary sources timelines artefacts the lack of primary sources the children will begin to build a picture of life 10,000 years ago. They will become more proficient in using 'reliable evidence and sources' whilst understanding the lack of primary sources for this period. They will sequence events in chronological order and give reasons how life continued and changed for the people during this time. They will investigate similarities and differences between objects, people and events. This unit will prepare children for: further investigations into historical periods through the continuous use of timelines. Studying the people and way of life will help the children understand where this period fits within the overall history chronological framework. It will prepare the children for further evaluation of how we find out about the past and how to identify different ways in which it is represented. It will help the children generate questions about similarities and differences between ways of life in different periods. | <ol style="list-style-type: none"> 1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length |
| 4 | ANCIENT GREECE | KS 2 National Curriculum History Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world. | This unit begins with an overview of the earliest civilisations followed by a study of Ancient Greece, Greek life, achievements and their influence on the western world. The children will learn about Greek achievements (Olympic Games, theatres, architecture, literature and democracy). They will consider the wealth of primary and secondary sources that archaeologists have discovered to enable us to gain much information about the daily life of the people and their rulers. The children will consider the achievements of this civilisation and how their legacy continues to influence the modern world today. | As a result of learning about and using: <ul style="list-style-type: none"> primary and secondary sources artefacts images timelines photographs/images accounts and books the children's understanding and knowledge of this period will allow them to compare the achievements of the Ancient Greeks with those of other early civilisations. It will help them understand how the past can be constructed from a range of sources. It will give them an understanding of how an ancient civilisation has influenced the western world and left a long legacy. This unit will prepare children for: a comparison with the achievements of other civilisations, namely the Ancient Islamic civilisation. It will help them to further develop ways of constructing informed responses that involve selection and organisation of historical information. The children will begin to use AD and BC and CE and BCE confidently with other periods they study. | <ol style="list-style-type: none"> 1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length |
| 4 | THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN | KS 2 National Curriculum History: Pupils should be taught about: The Roman Empire and its Impact on Britain | This unit gives the children the opportunity to investigate how the Roman Empire flourished and how The Roman Emperor Julius Caesar attempted to invade in BC 55. Romans visited Britain in BC 54 & BC 55. They landed near Dover and crossed the Thames. There were skirmishes with local Celtic tribes. It was not until 43 AD that they actually invaded and began the process of establishing Roman Imperial rule over Britannia. The children will consider what impact the Romans had on Britain and conclude with the examining the return to the Celts to examine the resistance and two of the most famous leaders, Boudicca and Caratacus. | As a result of learning about and using: <ul style="list-style-type: none"> artefacts primary and secondary sources timelines accounts historical sites the children begin to build a picture of life during Roman times. They will become more proficient in using 'reliable evidence and sources' and considering the evidence from historical sites. They will sequence events in chronological order and give reasons how life continued and changed for the people during this time. They will investigate similarities and differences between objects, people and events. This unit will prepare children for: further investigations into historical periods through the continuous use of timelines. Studying the people and way of life will help the children understand where this period fits within the overall history chronological framework. It will prepare the children for further evaluation of how we find out about the past and how to identify different ways in which it is represented. It will help the children generate questions about similarities and differences between ways of life, using appropriate vocabulary associated with different periods. | <ol style="list-style-type: none"> 1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length |

YEARS 5 AND 6

| Year Group | UNIT | Substantive historical content | Recurring substantive themes, ideas and language (the ultimate role of the content). | Subject rationale: what is this section doing within pupils' wider history curriculum journey? What later content is this preparing for? (the proximal role of the content) | Basic disciplinary training in history |
|------------|---|---|--|---|---|
| 5 | ANCIENT ISLAM | KS 2 National Curriculum Pupils should be taught about: The Islamic Civilisation | This unit is a study of a non-European society that provides contrasts with British history. In this unit they will draw on their knowledge of other civilisations and compare and contrast the cultures, life styles and achievements. It will allow them to extend their knowledge by examining similarities and differences with British history. Examining and evaluating a range of sources will help deepen the children's understanding of another civilisation whilst developing their skills as historians. | As a result of learning about and using: <ul style="list-style-type: none"> primary and secondary sources artefacts images timelines/accounts/books the children's understanding and knowledge of this period will allow them to make comparisons with British history. It will give them an understanding of how an ancient civilisation has influenced the western world and left a long legacy. This unit will prepare children for: comparisons with the achievements of other civilisations. It will help them to further construct informed responses and questions about civilisations and the organisation of historical information. | <ol style="list-style-type: none"> Chronological Understanding. Historical Knowledge Interpretations Historical Enquiry Communication Writing historically at length |
| 5 | BRITAIN'S SETTLEMENT BY ANGLO-SAXONS AND SCOTS | KS 2 National Curriculum History: Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots | This unit gives the children the opportunity to learn about what happened to Britain after the withdrawal of The Romans.They will learn about the Anglo-Saxon people and Scots discovering where the invaders came from. The children will examine settlements and discover how the people lived, considering how society was organised.They will also investigate the legacy of the people.They will begin to note connections and contrasts and trends over time using timelines with increasing confidence. | As a result of learning about and using: <ul style="list-style-type: none"> secondary sources timelines artefacts (Sutton Hoo collection) primary sources the children will begin to understand how the Anglo-Saxon settlements developed. They will become more proficient in using 'reliable evidence and sources' whilst understanding that the discovery of primary sources for this period gives a real insight into the period. They will sequence events in chronological order and give reasons how life continued and changed but also consider the connections and contrasts. This unit will prepare children for: further investigations into historical periods through the continuous use of timelines. Studying the people and way of life, will help the children understand where this period fits within the overall history chronological framework. It will prepare the children for further evaluation of how we find out about the past and how to identify different ways in which it is represented, particularly with the use of artefacts and primary sources. It will help the children generate questions about similarities and differences between ways of life in different periods. | <ol style="list-style-type: none"> Chronological Understanding. Historical Knowledge Interpretations Historical Enquiry Communication Writing historically at length |
| 6 | THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND | KS 2 National Curriculum History: Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England | This unit will continue the children's learning of British history. The emphasis will be upon the struggles of the Vikings and Anglo-Saxons. They will consider to explore the themes of invasion and settlement.They will recall early periods of Anglo-Saxon and Scots and Roman invasions. The children will explore the widely believed accounts of the first landings of the Vikings on Dorset shores. The children will investigate and draw conclusions about the notorious Viking raiders who attacked along the coasts in their shallow longboats. | As a result of learning about and using: <ul style="list-style-type: none"> primary and secondary sources artefacts images timelines accounts and diaries timelines accounts and diaries the children's understanding and knowledge of this period will allow them to compare the different people and their way of life on British soil.It will help them understand how the past can be constructed from a range of sources, considering continuity and change, significant events that give rise to considering both the causes and consequences. This unit will prepare children for: a comparison with other periods of history. It will help them to further develop ways of constructing informed responses that involve selection and organisation of historical information. | <ol style="list-style-type: none"> Chronological Understanding. Historical Knowledge Interpretations Historical Enquiry Communication Writing historically at length |
| 6 | THE INDUSTRIAL REVOLUTION AND BIRMINGHAM | | | The Industrial Revolution was a process of change in Britain that spread over nearly two centuries driven by scientific and engineering progress and was accompanied by changes in transport systems (Turnpike roads of 18th century to canals and then to railways), economic changes, the move from cottage style industries and craftsmanship, to mass factory based mass production. The spread of new ideas and ways of working, as represented by the Lunar Society of Birmingham, provided incentives for economic progress. There was a great movement of people to the growing industrial towns resulting in large areas of poor quality housing and urban pollution. Many families saw their fortunes increase, but there was oppression of the workers until Factory Acts and Education Acts. | |