

Our Curriculum - History

"Live life in all its Fullness"

History - As historians at Leverton Church of England Academy, we acquire our knowledge and skills through five key lenses that support our children's progress throughout this subject.



Progression

Concept	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Conflict	-To understand that people have different likes/dislikes and that they can disagree on these	-To know the terminology conflict, arguments, disagreements.	-To know why conflict happens and to name some significant events in both living and beyond their living memory.	-To know specific conflict that has happened beyond their living memory and in their living memory.	-To develop a further understanding of conflict throughout specific periods of History.	-To explain the causes and effects of conflict throughout specific periods of History.	-To compare and contrast conflict over time, its impacts and significance to society today.	-From their own opinions, based on evidence, evaluate the successes, failures, impacts, significance of how conflict has affected human behaviour.
Main Events	-To talk about a sequence of events. -To know that the past refers to things that have happened.	-To know the month they were born in. -To know that there are some key annual events. -To know that the year changes	-To know how to interpret a simple timeline (within living memory). -To understand the word chronology. -To know how to put some objects in	-To know how to create a simple timeline (beyond living memory). -To consider how to sequence a set of events or objects in chronological order	-To place events and dates on a timeline (month and year). -To understand the concept of change over time.	-To place events, historical figures and dates on a timeline (month and year). -To recognise why the concept of change over time	-To accurately place events and historical figures on a timeline and know specific dates (date, month and year).	-To place events and historical figures on a timeline and know specific dates (date, month and year).

	<ul style="list-style-type: none"> -To know their birthday celebrates when they were born. -To know everyone was once a baby. 	<ul style="list-style-type: none"> at the beginning of January. -To know how humans change and develop from baby to adult. -To know that events can be sequenced using a timeline. -To use the phrases old, new, young, days and months. -To understand the concepts of yesterday, today and tomorrow. 	<ul style="list-style-type: none"> chronological order and describe what they have done (within living memory). -To use the phrases before, after, now and later. 	<ul style="list-style-type: none"> and explain their reasons for the order they have chosen (beyond living memory). -To use the following words and phrases: recently, before, after and later. 	<ul style="list-style-type: none"> -To understand that timelines can be divided into BC and AD. 	<ul style="list-style-type: none"> has taken place, expressing their reasons why. -To use the following words and phrases: century, decade, BC/AD, after/before, and during. 	<ul style="list-style-type: none"> -To understand the continuity and change over time -To describe events using the following words and phrases: century, decade, BC/AD after, before, and during, Tudors, Stuarts, Victorians, era and period. 	<ul style="list-style-type: none"> -To identify periods of rapid change in History and contrast them with times of relatively little change. -To understand the continuity and change over time, expressing and justifying their reasoning. -To use the following key periods as reference points: BC, AD, Anglo-Saxon, Romans, Tudors, Stuarts, Victorians and today.
<p>Local History *Stand alone.</p>	<ul style="list-style-type: none"> -To name key members of our community and begin to explain their roles. -To know there are different people in the community that are there to help us. -To know there are lots of different occupations they could do when they grow older. 	<ul style="list-style-type: none"> -To know about key members of local community, i.e. shopkeeper, mechanic, PSCO, post person, hair dresser, doctors, nurses, firefighters. -To know what these key members of our community do. 	<ul style="list-style-type: none"> -To know significant people in History in and beyond their living memory. -To know why these specific people are significant in our local area. 	<ul style="list-style-type: none"> -To compare the significance of these people in our local area and their achievements. -To know how these specific people have influenced our local area today. 	<ul style="list-style-type: none"> -To understand the history and importance of the Pilgrim Father's. 	<ul style="list-style-type: none"> -To explore the impact, cause and effects of the Pilgrim Father's in our local area and beyond. 		

<p>Civilizations:</p> <ul style="list-style-type: none"> - Travel & Trade - Settlements <ul style="list-style-type: none"> - Beliefs - Crime and punishment - Food and farming, - Health and medicine - Social organisation 	<ul style="list-style-type: none"> -To sort objects into old and new -To understand the difference between right and wrong and that actions have consequences. 	<ul style="list-style-type: none"> -To know that things have changed over time (<i>toys, clothes, housing, transport</i>). -To know the way people live has changed over time (<i>how we wash, dress, and travel</i>). -To know that transport helps people travel across water, land or air. -To know the way people live has changed over time. -To know the meaning of crime and consequence. To understand the words 'Crime' and 'Consequence'. To know how different civilisations produced food. -To identify old and new medicines. To know what parliament is and who is in charge of the country (prime minister.) 	<ul style="list-style-type: none"> -To identify how transport has changed over time. -To understand why people travelled. -To know what a settlement is and know that settlements change overtime. -To know the key religion within a period of history. -To know that actions of significant people from the past resulted in consequences. -To know how people throughout history have found food to sustain themselves. -To know why medicine is important, name different medicines and why they are used. -To know that countries are governed by rules. 	<ul style="list-style-type: none"> -To know how transport has played an important role through breakthrough events through History (<i>moon landing, first flight</i>). -To understand the significance of travel (<i>Christopher Columbus</i>). -To compare a settlement in the past with how we live today. -To compare the key religion within a period of history studied to our religion today. -To explain why actions of significant people from the past resulted in consequences. -To compare farming methods for producing food within a period of history with their local area today. -To compare and understand the importance of medicine (NHS). To know how parliament affects decision making in England. 	<ul style="list-style-type: none"> -To know and explain that transport and trade routes worked alongside society to sustain survival. -To know why people settle in certain locations. -To analyse similarities and differences between historical religious beliefs with our beliefs today. -To know the key facts about punishments that were used during periods of history. -To know that farming has evolved over time providing examples (society). -To understand the importance of medical breakthroughs. -To know how social organisation has changed over time. (parliament) - To name some inventions from History. 	<ul style="list-style-type: none"> -To compare and contrast how transport and trade routes affected survival within two different period of History. -To explain what the influences are for moving to a particular settlement. -To explain what the influences of a particular religion had on people within a period of history. -To compare and contrast modern crimes with those from the past and talk about legacy of past methods of crime. -To know the importance of technological breakthroughs (<i>farming, lightbulbs, television etc</i>) -To explain the importance of medical breakthroughs and how this has impacted medicine today. 	<ul style="list-style-type: none"> -To explain the significance of transport and trade routes and the impact it had on historical society. -To compare and contrast two different settlements from different periods of history studied. -To know and explain how historical and religious beliefs have impacted on society. -To explain their understanding of the different experiences of people who may have committed crimes according to their status in society. -To know and understand the importance of conditions required to sustain survival. -To compare medical practises between different periods of History. 	<ul style="list-style-type: none"> -To justify and evaluate the impacts and importance of transport and trade routes over time (sources.) -To compare and contrast different settlements from different periods of history studied. -To compare and contrast historical and religious beliefs from different periods of history studied. -To justify and evaluate the impacts and importance of crime over time, forming their own conclusions. -To justify and evaluate food and farming over time (sources.) -To compare and contrast periods of rapid change in medicine with times of relatively little change
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		-To know we have a prime minister who is in charge of the country.				-To compare similarities and differences of social organisations throughout History.	-To understand the impact of systems of government. -To know how inventions have developed and impacted the past, present and future.	(pandemic/epidemic). -To formulate opinions on how the evolution of medicine could determine the future. -To justify and evaluate the impact of systems of government throughout History (to Britain.) - To know how technology has impacted and will continue to impact the world's inventions. -To know an overview of World History
Significant people and places.	-To know what is meant by the word family. -To know who the key members of their own family are. -To know some key events they celebrate as a family. -To know there have been many kings and queens in the past.	-To know about figures from the past. -To know there are important figures that are remembered from the past -To know that families can be different. -To know about members of the Royal Family including the current Monarch	-To know and talk about who was significant.	-To know why certain people from the past are significant (legacy and impact).	-To know and understand that people and places are considered significant. (legacy and impact in society/world)	-To know and explain why people and places are considered significant. (legacy and impact in society/world)	-To make judgements as to the significance of events, people or developments within a particular historical period. (legacy and impact in society/world)	-To know that historical significance varies over time and by the interpretations of those ascribing the significance. (legacy and impact in society/world)

		and those from the past.						
<p>Historical enquiry and evidence</p> <p>*How evidence is used to support ALL concepts.</p> <p>*Culture and pastimes</p> <p>**propaganda</p>		<p>-To know that we can find out about the past in different ways (For example music, photo, video, sight, human accounts).</p> <p>-To sort objects into 'then' and 'now'.</p>	<p>-To answer questions related to different sources.</p> <p>-To generate simple questions from given sources.</p>	<p>-To look carefully at pictures or objects to find information about the past.</p> <p>-To ask questions such as 'how did people ...?'; 'What did people...?';</p> <p>-To know whether a source is reliable or unreliable.</p> <p>-To suggest sources of evidence to use to help answer questions.</p>	<p>To use printed sources such as the internet, pictures, jewellery, pottery, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-To ask questions such as 'How did people...?'; 'What did people do for...?'</p> <p>-To suggest why sources are needed to answer historical questions, referring to the reliability of the source.</p>	<p>To use a range of sources of their choice, justifying their answer</p> <p>-To understand the difference between a primary and secondary resource.</p> <p>-To use printed sources such as the internet, databases, pictures, jewellery, pottery, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-To know how to find, select and utilise suitable information and sources to formulate and investigate a hypothesis.</p> <p>-To describe the origins and purposes of sources using</p>	<p>To realise that there is often not a single answer to historical questions.</p> <p>-To explain with examples, why a source might be unreliable.</p>	<p>-To question source reliability with reference to the period or civilization, considering why different sources may give conflicting information and offering reasons for this.</p>

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