



History Curriculum Progression Map

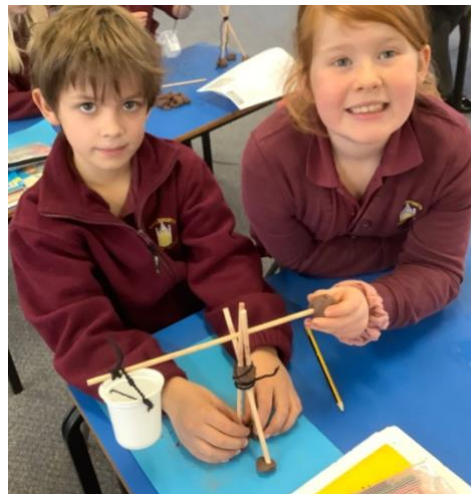
Intent

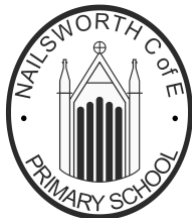
At Nailsworth C of E Primary School we deliver a high quality history education so that pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It is based on the National Curriculum History programme of study.

[National Curriculum History Progression of Study](#)

Our curriculum is planned carefully and coherently to inspire curiosity to know more about the past so that our children can ask perceptive questions, think critically, weigh evidence, and develop historical perspective.

Our History curriculum demonstrates the complexity of people's lives, the diversity of societies in the world and the continuity and change that has occurred over time.





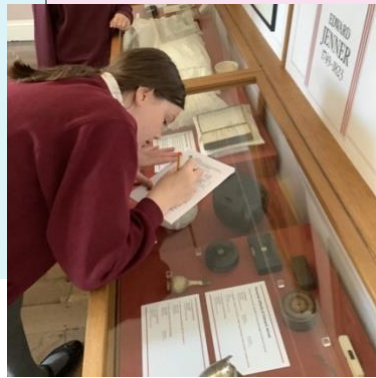
Nailsworth C of E Primary School

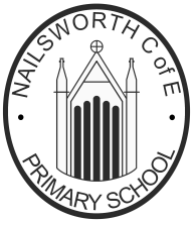
Together, inspired by the challenge...

History

Implementation

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Understanding the World</p> <p>Understand the concepts of past and present</p> <p>Identify similarities and differences between things in the past and now</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>E.g. What do we know about changes that have taken place over time?</p>	<p>Examine changes within living memory.</p> <p>Investigate historically significant people and places in our own locality</p> <p>Local Focus: David Furnival - local artist.</p>	<p>Examine events beyond living memory that are significant nationally or globally. Answer the question, "How and why did the Great Fire of London begin?"</p> <p>Investigate the lives of significant individuals in the past who have contributed to national and international achievements. Make a comparison between Christopher Columbus and Neil Armstrong</p>	<p>Examine changes in Britain from the Stone Age to the Bronze age "How did life change from the Stone Age to the Iron Age?"</p> <p>Look at the achievements of the earliest civilisations.</p> <p>Answer the question, "Why did the ancient Egyptians preserve the dead?" Local focus: Egyptian exhibit, Bristol Museum.</p>	<p>Explore the Roman Empire and its impact on Britain. Answer the question, "What was life like for a Roman soldier in Britain?" Local focus: Cirencester/Corinium</p> <p>Ancient Greece. Make a study of Greek life and achievements and their influence on the western world. Answer the question, How can we find out about the civilisation of the Ancient Greeks? Local focus: Shire Hall Gloucester, inspired by Greek architecture.</p> <p>Examine a non-European society that contrasts with British history: "The Mayans - what can we learn from their civilisation?"</p>	<p>Make a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Answer the question, "Brittania" What's behind the name?</p> <p>A local focus: How did Edward Jenner improve medicine?</p> <p>Find out about Britain's settlement by Anglo-Saxons and Scots. Answer the question, "What can we learn about the Anglo-Saxons from place names?"</p>	<p>Examine the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Answer the question, "Why did the Vikings invade Britain?"</p>





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History

Impact

By the end of Year 6, our children will

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- understand the nature of ancient civilisations; the expansion and dissolution of empires
- identify characteristic features of past non-European societies
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence (e.g. sources) is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts,
- understand the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

