

History Curriculum Statements and Progression Document 2023-2024

Reflecting on people's lives, their actions and events of the past in History today allows us to understand the impact of choices tomorrow.

Curriculum Intent:

At Langley Fitzurse, we set a curriculum that is ambitious and motivating for all pupils. The curriculum is in accordance with the national curriculum and provides our pupils with the building blocks they need to know and achieve, in order to succeed in history.

Our curriculum is broad and balanced for all pupils. We include local, British and wider world topics. There is more to the history curriculum than just the National Curriculum topics. In this way, we strengthen what is distinctive about our school. They should learn about the wide range of cultural influences that have shaped their own heritage and that of others. It encompasses the British Values throughout. This cultural capital gives students the vital background knowledge required to be informed and thoughtful members of our community. We aim to create inquisitive minds.

Our curriculum is successfully adapted, for all abilities, including those pupils with SEN. Our curriculum is coherently planned and sequenced. We have a structured, chronological approach but have adapted this to allow for the need to stretch our older children with more complex learning and deeper thinking. Our planning focusses on skills, concepts and processes and is intent on inspiring curiosity.

Our History curriculum has been designed with the intent that our children will:

- Become increasingly reflective, critical and analytical thinkers
- Possess a secure understanding of key subject specific vocabulary as well as the chronology of the British Isles and other important periods of History
- To discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire into Historical themed questions and form their own opinions and interpretation of the past
- Question historical decisions and evidence so that equality is promoted, diversity is celebrated and prejudice is negated.

Curriculum Implementation:

History, as a subject, has always been held in high regard at Langley Fitzurse Primary School. We make full use of a range of hands on resources, as well as those within the immediate and wider local area; enabling children to develop a deep understanding of their own locality's history. Our history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, our curriculum aims to ensure that all pupils: gain a coherent knowledge and understanding of Britain's past and that of the wider world, which helps to stimulate pupils' curiosity and know more about the past; are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 3-

Our Early Years Foundation Stage (EYFS) follows the EYFS framework which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. They are encouraged to be curious, talk about past and present events and relate these to their peers, their own families and their communities. We also look for opportunities to personalise learning to individual children's specific interests wherever possible.

All children in the same key stage study the same topic at the same time. This allows for the fluidity of our mixed-age classes and for the sharing of resources to benefit learning. Children in



EYFS follow the same historical topics as KS1 at a level fitting the EYFS framework; then in Year 2, they have the opportunity to revisit the topic at a much deeper level. In Key Stage 1 and 2, learning is supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching and to support home learning.

Our young historians will be given a variety of experiences both in and out of the classroom, where appropriate, to create memorable learning opportunities and to further support and develop their understanding. Teachers use our locality in Wiltshire, where we access to so many historically rich sites, to great effect and to deepen the children's engagement with local history. Children are offered enrichment trips or themed days, these are used to enhance the History and bring it to life and to amaze, excite and inspire our children to find out more about events in the past.

Curriculum Impact:

At Langley Fitzurse Primary School, we are very proud of the fact that our children love history. Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Work, both in history exercise books and cross-curricular history learning, will show that children are improving their historical skills each year while gaining new knowledge in order to become a budding historian.

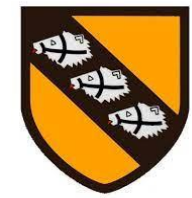
Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Children will be engaged in history lessons and want to find out more. They will be able to describe a diverse range of historical figures and question events and decisions in history.

Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Book looks tie up with planning and there is a diverse range of activities, which have been carefully planned to ensure children can access the full range of skills needed. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.



History Curriculum Coverage (Year A) (2024-2025)

	Autumn Term	Spring Term	Summer Term
EYFS	<p>Understanding the world Past and Present & People and Communities: Changes in me and changes in living memory who is in my family? Bonfire night and Christmas</p>	<p>Understanding the world Past and Present & People and Communities: Polar Explorers</p>	<p>Understanding the world Past and Present & People and Communities: Significant Events</p>
Key Stage 1	<p>Significant Individuals Super Heroes in History (The Gun Powder Plot) (Castles, Knights and Dragons)</p>	<p>Events Beyond Living Memory (The Great Fire of London)</p>	<p>Local History Our Village Brilliant Brunel</p>
Lower Key Stage 2	<p>Ancient Greece and Olympics (Greek Gods)</p>	<p>Ancient Egypt</p>	<p>Early Islamic Civilisations</p>
Upper Key Stage 2	<p>Ancient Greece and Olympics (Greek Gods)</p>	<p>Ancient Egypt</p>	<p>Early Islamic Civilisations</p>



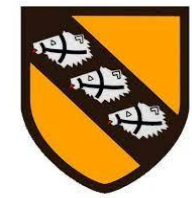
History Curriculum Coverage (Year B) (2025-2026)

	Autumn Term	Spring Term	Summer Term
EYFS	<p>Understanding the world Past and Present & People and Communities: Changes in me and changes in living memory</p>	<p>Understanding the world Past and Present & People and Communities: People who help us Chinese New Year</p>	<p>Understanding the world Past and Present & People and Communities: Significant Events Mary Anning</p>
Key Stage 1	<p>Famous People Space explorers</p> <p>Great Fire of London</p>	<p>Famous for more than 5 minutes:</p> <p>Grace Darling</p>	<p>Famous for more than 5 minutes:</p> <p>Mary Anning</p>
Lower Key Stage 2	Crime and Punishment		Non-European Historic Study (The Mayans)
Upper Key Stage 2	Crime and Punishment		Non-European Historic Study (The Mayans)



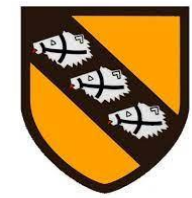
History Curriculum Coverage (Year C) (2026-2027)

	Autumn Term	Spring Term	Summer Term
EYFS	<p align="center">Understanding the world Past and Present & People and Communities: Changes in me and changes in living memory who is in my family? Bonfire night and Christmas</p>	<p align="center">Understanding the world Past and Present & People and Communities: Polar Explorers</p>	<p align="center">Understanding the world Past and Present & People and Communities: Significant Events</p>
Key Stage 1	<p align="center">Significant Individuals Super Heroes in History (The Gun Powder Plot) (Castles, Knights and Dragons)</p>	<p align="center">Events Beyond Living Memory (The Great Fire of London)</p>	<p align="center">Local History Our Village Brilliant Brunel</p>
Lower Key Stage 2	The Romans - Industry and Innovation	The Victorians	WW2
Upper Key Stage 2	The Romans - Industry and Innovation	The Victorians	WW2



History Curriculum Coverage (Year D) (2023-2024)

	Autumn Term	Spring Term	Summer Term
EYFS	<p align="center">Understanding the world Past and Present & People and Communities: Changes in me and changes in living memory</p>	<p align="center">Understanding the world Past and Present & People and Communities: People who help us Chinese New Year</p>	<p align="center">Understanding the world Past and Present & People and Communities: Significant Events Mary Anning</p>
Key Stage 1	<p align="center">Famous People Space explorers Great Fire of London</p>	<p align="center">Famous for more than 5 minutes: Grace Darling</p>	<p align="center">Famous for more than 5 minutes: Mary Anning</p>
Lower Key Stage 2	<p align="center">Anglo Saxons Vikings</p>	<p align="center">(Geography focus) Periodic recap and revisit history knowledge</p>	<p align="center">Local History Stone Age to Iron age (visit to Avebury)</p>
Upper Key Stage 2	<p align="center">Anglo Saxons Vikings</p>	<p align="center">(Geography focus) Periodic recap and revisit history knowledge</p>	<p align="center">Local History Stone Age to Iron age (visit to Avebury)</p>



History Progression Map

The table below demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history. The most relevant statements for history are taken from the following area of learning: Understanding the World.

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.



Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>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; • 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]; <p>significant historical events, people and places in their own locality.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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.



The following statements demonstrate the progression of historical skills and concepts from (EYFS) Year 1 to Year 6

EYFS			
Reception	Understanding The World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding The World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.

Year 1/2		
Historical Interpretations	Historical Investigations	Chronological Understanding
<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; <p>explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; <p>choose and select evidence and say how it can be used to find out about the past.</p>	<p>KS1 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; <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>
Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating	

<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; <p>describe significant individuals from the past.</p>	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; <p>use drama/role play to communicate their knowledge about the past.</p>	
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Year 3/4		
Historical Interpretations	Historical Investigations	Chronological Understanding
<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; <p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p>	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; <p>begin to undertake their own research.</p>	<p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>
Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating	

<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; <p>describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b 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; <p>start to present ideas based on their own research about a studied period.</p>	
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Year 5/6		
Historical Interpretations	Historical Investigations	Chronological Understanding
<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; <p>begin to evaluate the usefulness of different sources.</p>	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b 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; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; <p>investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; <p>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>

Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating	
<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b 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; <p>plan and present a self-directed project or research about the studied period</p>	