



HISTORY SEQUENCING & PROGRESSION

St. Cross Catholic Primary School



YEAR 1					
Year Group	Term	Substantive historical content	Recurring substantive themes, ideas and language (the ultimate role of the content).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	Autumn TOYS	KS 1 National Curriculum History Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	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 come 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.	As a result of learning about and using: - timelines - historical language - clues and evidence the children will start to become competent in the historical skills needed to help them begin to investigate and interpret sources, ask simple historical questions and give simple answers as young historians. They will recognise the difference between 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 related to the passing of time. This unit will prepare children for: the investigation of further chronological sequencing of items in different periods of time. It will also help them develop the skills to find answers about the past from other artefacts and sources.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length
1	Spring COMMUNICATION	KS 1 National Curriculum History Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	This unit gives the children the opportunity to gain knowledge of how communication has changed within living memory. It is an introduction to sequencing, creating timelines and gaining an understanding of chronology. It considers what communication is and the recent history of different types of communication, namely telephones, television and the internet.	As a result of learning about and using: - timelines - historical language - clues and evidence 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 past and present in their own and the lives of their parents and grandparents. As with the unit on toys the children will develop an awareness of the past, using relevant vocabulary and phrases relating to the passing of time. They will draw on experiences from their families. This unit will prepare children for: the investigation of further chronological sequencing. 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 about significant developments in history .	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length
1	Summer MARY SEACOLE/ EDITH CAVELL	KS 1 National Curriculum History Pupils should be taught about : 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, Mary Seacole and/ or Edith Cavell	This unit compares two individuals who had similar lives in different time periods and were significant individuals in their contribution to nursing. The children will further their historical understanding through an investigation into both nurses lives and careers. They will sequence events in chronological order and consider continuity and change in practices. This will help build a range of historical vocabulary and subject knowledge. The children will be encouraged to ask and answer questions, choosing to use different sources of information to further their historical understanding.	As a result of learning about and using: - chronology - timelines - photographs - accounts - primary and secondary sources - vocabulary relating to the passing of time the children will further their understanding of chronology and increase their subject knowledge of significant individuals in different periods of history. 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 questions about what makes individuals significant. 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.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length

YEAR 2					
Year Group	Term	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
2	THE RYE HOUSE PLOT AND THE ROYAL GUNPOWDER MILLS	KS 1 National Curriculum History Pupils should be taught about: significant historical events, people and places in their own locality.	The knowledge from this unit will give the children an understanding of significant places in Hoddesdon, namely Rye House and the Royal Gunpowder Mills. It will begin to further develop their historical skills through the introduction of different time periods, by studying a famous (non) event, The Rye House Plot and the development of the famous mills.They will sequence events and consider sources of evidence from the time periods. They will consider chronology, make timelines, interpret sources and build their historical vocabulary.	- accounts - primary and secondary sources - recounts This unit will prepare children for: further investigation and understanding of significant events, individuals and places, significant in the local history of Hoddesdon. It will prepare them for an historical study of Hoddesdon at KS 2. The children will begin to know where significant buildings fit within a chronological framework and also significant individuals.This which will allow them to begin to identify similarities and differences between ways of life as they begin to build up a bank of knowledge of different time periods.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
2	Spring CHRISTOPHER COLUMBUS & NEIL ARMSTRONG	KS 1 National Curriculum History: Pupils should be taught about : 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	This unit compares two individuals who had significant international lives at different periods of time. As a result of previous learning the children will 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.	As a result of learning about and using: - chronology - timelines - photographs - video clips - primary and secondary sources - vocabulary relating to the passing of time the children will further their understanding of chronology and increase their subject knowledge of significant individuals in different periods of history. 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 about significant historical explorers in history.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
2	Summer THE GREAT FIRE OF LONDON	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 , the first aeroplane flight or events commemorated through festivals or anniversaries]	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, as they understand how places have changed over time.	As a result of learning about and using: - artefacts - accounts - paintings - diaries 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. 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.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length

YEAR 3

Year Group	Term	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
3	Autumn 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 over 10,000 years 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: - 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.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
3	Spring 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 Romans visited Britain in BC 54 & BC 55 They landed near Dover and crossed the Thames. There were skirmishes with local Celtic tribes but it was not until 43 AD that they actually invaded and began the process establishing Roman Imperial rule over Britannia. The children will consider what impact the Romans had on Britain and conclude by examining the resistance they faced while studying the most famous leaders, Boudicca and Caratacus.	As a result of learning about and using: - 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.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
3	Summer LOCAL HISTORY STUDY OF HODDESDON	KS 2 National Curriculum History: Pupils should be taught about: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: Local History Study of Hoddesdon	This unit investigates Hoddesdon’s long history from a small hamlet of around 300 people, which is mentioned in the Domesday Book of 1086, to a bustling and vibrant town of around 40,000 people. It considers key people, events and places, such as the Roman road of Ermine Street which can be traced to the west of Hoddesdon, the failed Rye House Plot and key historical figures such as John Warner (1776-1852) Robert Barclay (1844-1921)and Robert Hickman (1932-2011). The children will explore the importance of the New River aqueduct built in the 17th century.	As a result of learning about and using: - primary and secondary sources - artefacts - images - timelines - accounts, records and books the children will develop an understanding and historical knowledge of their own local area. Tracing it from Roman time they will sequence events in chronological order and give reasons and opinions of significant local events and people . They will begin to understand how Hoddesdon has changed over time yet retains and celebrates its past. This unit will prepare children for: a comparison with the achievements and lifestyles of different periods and localities. It will help them to further develop ways of constructing informed responses that involve selection and organisation of historical information to question the validity and reliability of sources.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length

YEAR 4

Year Group	Term	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
4	Autumn 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, 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: - 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 the further civilisations, namely The Maya and The Ancient Egyptians. 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. By revisiting civilisations over the KS children will build their historical knowledge.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
4	Spring THE CHANGING POWER OF MONARCHS	KS 2 National Curriculum History: Pupils should be taught about: The Changing Power of the Monarchs	This unit considers the changing power of three monarchs, namely King John and the Magna Carta (The Great Charter, the most famous and significant and legal document in the history of democracy)1215. Queen Anne of the Stewart period 1702-1714 (The Act of Union 1707, when Scotland agreed to unite with England and Wales into Great Britain).and Queen Victoria the woman who redefined Britain's monarchy with her hard work and exemplary family life and the expansion of the British Empire 1837-1901. The children will examine the lives of the three monarchs, how they ruled and the significant role they placed in shaping British history.	As a result of learning about and using: - primary and secondary sources - accounts and documentation - images - artefacts the children will deepen their subject knowledge of significant individuals who have shaped British history. It will add to their increasing knowledge of different periods by studying significant changes that altered British history. They will consider the significant events and consequences that occurred during the lives of the three monarchs. This unit will prepare children for: further understanding of significant individuals in history. Exploring significant changes each monarch instigated, and the way the changes impacted on the lives on the people of the time, will enhance the children’s understanding of the important and noteworthy monarchs. It will prepare the children for further opportunities to question how we find out about events and challenge historical facts.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
4	Summer THE TUDORS	KS 2 National Curriculum History: Pupils should be taught about: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: The Tudors	This unit will continue the children’s learning of British history. The emphasis will be upon the legacy of the Tudors. They will explore the Reformation. It was a time of great change, most notably it marked the end of the Catholic church in England, Henry VIII and his six wives, the exploration of America and the plays of William Shakespeare. During the sixteenth century, England emerged from the medieval world.The children will continue to sequence this period of history amongst the periods as required by the NC.	As a result of learning about and using: 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 different people and their way of life at this time. 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 further periods of history they will go onto study at KS3.They will begin to build their knowledge of how the Reformation impacted on the lives of people. It will help them to further develop ways of constructing informed responses that involve selection and organisation of historical information.Recalling and revisiting previous periods they will start to have a continuing and greater depth of understanding of the chronological narrative of British history.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length

YEAR 5					
Year Group	Term	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	Autumn 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: - primary and secondary sources - artefacts - images - timelines - accounts the children’s understanding and knowledge of this period will allow them to compare the achievements of the Egyptians with those of the other 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 Maya. 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. They will further their understanding of the validity of information that can be obtained from primary sources.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length
5	Spring THE MAYAN CIVILISATION	KS 2 National Curriculum Pupils should be taught about: The Mayan Civilisation	This unit gives the children the opportunity to study a non-European society that provides contrasts with British history, the Mayan civilisation. In this unit they will draw on their knowledge of other civilisations (Ancient Egyptians and Ancient Greeks) and compare and contrast the cultures, life styles and achievements. It will allow them to extend their knowledge by examine similarities and differences between The Maya and 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: - 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 and contrast the Mayan civilisations to British history. 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: comparisons with the achievements of other civilisations at KS 3. It will help them to further develop ways of constructing informed responses and questions about civilisations that involve selection and organisation of historical information.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length
5	Summer 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: - 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 with other periods of history. 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 and what was happening at this time in history. 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, differences, continuity and change between ways of life in different periods.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length

YEAR 6

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6	Autumn 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 explore the themes of invasion and settlement.They will recall the 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: - 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 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 and significant events that give rise to considering both the causes and the consequences. This unit will prepare children for: a comparison with the Anglo-Saxon settlements (studied previously) and allow them to consider how and if life changed for the majority of people. 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 recall previous periods and start to have a deepened and continuing understanding of the chronological narrative of British history.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
6	Spring WORLD WAR II	KS 2 National Curriculum History: Pupils should be taught about: World War II	This unit gives the children the opportunity to learn about an aspect of history and a site dating from a period beyond 1066. The children will look at the causes and consequences of World War II. They will develop their subject knowledge and historical language of this period. The children will investigate evidence in a number of forms aswell as case studies as they further their understanding of World War II.	As a result of learning about and using: - artefacts, images, clips , photographs, letters - primary and secondary sources - timelines - accounts - historical sites the children begin to build a picture of life during World War II. They will become more proficient in using ‘reliable evidence and sources’ whilst also considering the evidence from studying first hand local experience. They will sequence events in chronological order and give reasons how life continued whist the war was happening. This unit will prepare children for: further investigations into more recent historical periods through the continuous use of timelines. Studying events, people and the 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 causes and consequences, using appropriate vocabulary associated with historical events.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
6	Summer BE HISTORY READY	KS 2 National Curriculum Aims: Pupils should be taught about: Be History Ready	This unit focuses on revisting the subject knowledge and historical skills that children are required to cover at Key Stages 1 and 2 of the History National Curriculum (2014). It is intended to help the children retrieve the historical skills that have been taught during KS1 and KS2, helping them transfer skills and knowledge into their long term memory. It will revise and consolidate learning to test that knowledge and skills are not forgotten and can be applied appropriately by the children.	As a result of learning about and using: this final unit, the children and their teachers can spend time addressing any of their shortfalls or anxieties. The unit can act as guide to questioning and discussing responses and listening to any area of which the children may feel unsure.The activities are supported with visual clips explaining many of the skills, vocabulary revision and conclude with multiple choice quizzes that the children make (a low stakes form of testing). This unit will prepare children for: revisiting the history knowledge and skills that are expected at KS2, in preparation for their studies at KS3.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length