**History Progression**

At Harting we want the children to have a broad knowledge about the past – facts about people and events from our past that has shaped our world today. As well as developing a breadth of historical knowledge, we want our children to become skilful historians by knowing how historians investigate and construct the past by using different concepts. Key historical concepts sit at the core of our curriculum to ensure the defining skills of the subject are ever-present.  The skills are broken down in our skills assessment document. After each unit we check each child’s progress against these skills.

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**Historical Knowledge**

**Golden Threads**

We have identified a set of golden threads that children will repeatedly revisit throughout their time at Harting.

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| **Years** | **Topic** | **Overarching Historical Enquiry** | **Golden Threads** |  |
| EYFS | Me/myself | What is my history and how do I know? |  |  |
| Dinosaurs | How do we know about the dinosaurs? |  |
| Homes/Castles in stories | What was it like to live in castle? | Societal Change, Settlement |
| Transport | Can we see how transport has changed over time? | Invention and technology |
| Years  1/2 | History of Toys | How have toys changed or remained the same over time? | Societal Change, Invention and technology |
| Gunpowder Plot | Is it right to burn guys on Bonfire Night? | Societal change, Rulers |
| History of Transport –Titanic and Wright Brothers | How did people travel around in the past? | Societal change, Invention and technology |
| Significant Individuals units a) Astronauts b) Nurses | How did these people make a difference in the world over time? | Societal Change  Invention and technology |
| Local history study | How was life different for people then and now? | Settlement , Societal Change,  Invention and technology |
| Years 2/3 | Stone Age to Iron Age | How has Britain Changed from the Stone Age to the Iron Age? | Settlement, Societal change, Invention and technology |
| Ancient Egypt (In-depth Study) | What was life like by the River Nile in Ancient Egypt? | Settlement, Societal change, Rulers, Invention and technology, Religion |
| Roman Britain (In-depth Study) | What impact did the Romans have on Britain? | Settlement, Rulers and Invasion, Societal Change, Invention and technology, Religion |
| The Great Fire of London | How did the Great Fire change London? | Societal Change, Settlement |
| Year 4/5 | Victorians | Were the Victorian times a dark age or a golden age for children? | Societal change, rulers, religion. |
| Anglo-Saxons, Vikings and Normans conquest | What were some key events between 410 and 1066 in Britain? | Settlement, Rulers and Invasion, religion |
| The Ancient Greeks (In-depth Study) | Can we thank the Ancient Greeks for anything in our lives today? | Societal change, rulers, religion. |
| The Tudors | What was the impact of the monarchs on society? | Societal change, rulers, religion, |
| Year  6 | Ancient Kingdom of Benin | What do we know about the Kingdom of Ancient Benin? | Societal Change, rulers, religion, invention |
| World War II (In-depth study) | What was life like for a child during the war? | Rulers and invasion, societal change |

Using the national curriculum and Key Stage History resource as a starting point teachers decide what knowledge to teach in each unit. The knowledge will be categorised under the Golden Threads. For each unit a knowledge organiser is shared with the children. The knowledge organiser will highlight which main golden threads will come up in the unit and the ‘top take-aways’ we want the children to have by the end of the unit. The knowledge the children acquire throughout the unit will be assessed against the knowledge organiser.

**Teaching History through English, Geography, Science, Art and other subjects**

When possible history units of work will be taught alongside thematically linked texts and activities. This will mean that the discussion of history is not limited to history lessons. For example, in Year 1 when learning about the history of space exploration and the significant individuals involved the English unit focuses on a book called Look Up about a space-obsessed girl. In Year 2/3 when learning about the Great Fire of London their diary writing in English lessons focuses on the diary of Samuel Peeps.

**Using our local environment for learning**

Many of our topics at Harting use our local environment. From a local area study in Year 1 focusing on the village and Uppark to using the history of Portsmouth dockyard to learn more about the Tudors.

**Historical Vocabulary Progression**

As well as specific historical topic vocabulary but the end of each year most children should be able to understand and use the following history vocabulary;

EYFS - Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, oldest, newest, timeline, parent, grandparent, clue, memory, remember, lifetime, Who? What?

Year 1/2 - Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, similarity, difference, important, living memory, grandparents’ time, great grandparents’ time, the older generation, memories, opinion, sources, artefact, significant, sort, old, new, compare, local history, eye witness, first-hand account, museum

Year 3 - Year, decade, century, ancient, modern, long ago, timeline, date order, chronological order, era, period, prehistoric, similar, different, important, opinion, artefact, significant, cause, effect, monarch, monarchy, power, society, legacy, evidence, primary source, secondary source, Anno Domini, AD, Before Christ, BC, civilization, historical significance, historian, local history, national history

Year 4/5 - timeline, mental timeline, chronological order, era, period, similar, different, eye-witness account, opinion, artefact, significant, historical significance, cause, effect, monarch, monarchy, power, society, legacy, trade, Empire, Empress, role of Britain, evidence, primary source, secondary source, reliable, Anno Domini, AD, Before Christ, BC, civilization, historian, local history, national history

Year 6 - timeline, mental timeline, chronological order, era, period, similar, different, eye-witness account, opinion, artefact, significant, historical significance, cause, effect, monarch, monarchy, power, society, legacy, Empire, role of Britain, colony, colonial, evidence, primary source, secondary source, reliable, Anno Domini, AD, Before Christ, BC, civilization, BCE, Before the Common Era, CE Common Era, Societies, summarise, major influence, world history, civilizations, changes, continuity, persuade, viewpoint, propaganda, reliable, interpretations, historian, local history, national history, Contrast, argument, constructed, economic, turning point

***Chronology:*** *To help with children’s understanding of Chronology a historical timeline is displayed in all rooms.*

**Resources**

Planning: https://www.keystagehistory.co.uk/

Bring history alive with the help of these clips: https://www.bbc.co.uk/teach/ks2-history/zfbwhbk