

Document 2 History Curriculum at Spring Lane Primary School

SLP History Journey (Progression)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	All about me and my family How have I changed?	If toys could talk, what stories would they tell? How do big ideas make life better? Who changed the world and who is changing ours?	Would I had liked Spring Lane School 150 years ago? What happened when Northampton caught Fire?	Are we so different to the first humans? Did the Romans ever walk on the same ground as me?	How do rivers shape civilisations? (Hybrid Unit) How did the railways change Northampton and the world? (Hybrid Unit)	How did the rainforests shape the Mayan civilisation? (Hybrid Unit) How did life in Britain change after the Romans left?	What secrets lie behind the bricks of Spring Lane? What Can the Ancient Greeks Teach Us About Democracy and Citizenship?
Trips/Visits		MK Museum	Inreach Victorian Visit	Piddington Roman Villa/Cheddington	Black Country Musuem	Anglo Saxon inreach	Bletchley Park
Disciplinary Concepts (Linked to lesson intent)	Continuity and change, Similarity and difference, Chronology, Significance, Interpretation, Cause and consequence To understand change, To compare, To order, To understand significance, To interpret, To identify the cause						
Substantive Concepts	Community and Culture	Invention Community and Culture	Community and Culture Invention	Invention Invasion Hierarchy and Power Migration	Community and Culture Trade Invention Hierarchy and Power Migration	Community and Culture Trade Invasion Hierarchy and Power Migration	Community and Culture Hierarchy and Power Migration

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SLP History Journey (Progression in Knowledge and Skills)							
Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Nursery Begin to make sense of their own life-story and family's history. Reception	Order events from own and family history.	Sequence events and use simple time vocabulary.	Use timelines to place key events. Begin to understand and use more complex terms e.g. BC/AD	Sequence events with growing accuracy using centuries and decades Use more complex terms e.g. BC/AD	Place significant periods and events accurately on a timeline. Place current study on time line in relation to other studies	Construct and interpret timelines using historical scales.
Continuity & Change	Talk about the lives of the 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 Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past.	Spot what has stayed the same and what has changed.	Describe how things have changed over time.	Explain changes in people's lives and how they happened.	Explore how some things changed while others stayed the same.	Evaluate the impact of key changes across a period.	Analyse change and continuity over time and their effects.
Similarity & Difference		Compare the past and present.	Spot similarities and differences between lives and objects.	Compare aspects of life in different periods.	Explore similarities and differences between societies.	Analyse how groups or experiences compare across time.	Interpret key differences and shared experiences in history.
Significance		Know why someone or something was important in the past.	Explain why people or events mattered.	Explore why individuals or events were significant.	Judge the importance of historical figures or changes.	Evaluate the significance of actions or inventions.	Assess and justify the significance of people or developments.
Interpretation		Recognise that the past can be told in different ways.	Understand people remember the past differently.	Explore different versions of the same event.	Ask questions about how and why the past is interpreted.	Analyse contrasting accounts of history.	Evaluate sources and explain why interpretations differ.
Cause & Consequence		Understand that things happen for a reason.	Identify simple reasons for historical events.	Explain causes and effects in historical events.	Identify simple causes and describe in detail their effects in historical events.	Examine multiple causes of key events and their short- and long-term impacts.	Critically evaluate how and why events happened, considering context, significance, and interdependence.
Range and Depth of Historical Knowledge		Recognise differences between past and present in their own and others' lives. Know and recount episodes from stories and events in the past. Understand changes within living memory.	Develop awareness of lives of significant individuals in the past. Know about events beyond living memory that are significant nationally or globally.	Develop chronologically secure knowledge of British and world history. Understand achievements of early civilizations (e.g., Stone Age to Iron Age).	Describe everyday life in historical periods with increasing detail. Use historical terms and concepts with growing confidence. Study in depth an ancient Civilisation (Ancient Egypt)	Understand Britain's settlement by Anglo-Saxons and Scots. Study the Viking and Anglo-Saxon struggle for the Kingdom of England. Investigate a non-European society (e.g.,	Conduct a detailed local history study (WWII in Northampton). Explain the significance and consequences of major historical changes

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		Begin to identify significant people or events from the past.	Compare aspects of life in different historical periods. Understand and describe key features of past events.	Explore the impact of the Roman Empire on Britain. Describe features of societies, cultures, and people from the past.	Study aspects of British history beyond 1066 (e.g. Industrial revolution).	Maya) in contrast to British history.	Explore Ancient Greece and its influence on the western world. Compare periods, places, and people across time in depth. Synthesise understanding and evaluate historical significance using sources and interpretations.
Progressive Learning Intentions (Skills)		<p>To understand that things happen for a reason.</p> <p>To recognise that the past can be told in different ways.</p> <p>To know why someone or something from the past was important.</p> <p>To order events from own and family history.</p> <p>To compare the past and present.</p> <p>To spot what has stayed the same and what has changed.</p>	<p>To identify simple reasons for historical events.</p> <p>To understand people remember the past differently.</p> <p>To explain why people or events mattered in the past.</p> <p>To place events in sequence and use simple time vocabulary</p> <p>To spot similarities and differences between lives and objects.</p> <p>To describe how things have changed over time</p>	<p>To explain causes and effects in historical events.</p> <p>To explore different versions of the same event.</p> <p>To explore why certain individuals or events were significant</p> <p>To use timelines to order key events.</p> <p>To compare aspects of life in different times.</p> <p>To explain changes in people's lives and how they happened.</p>	<p>To explore how actions lead to consequences over time.</p> <p>To ask questions about how and why the past is interpreted.</p> <p>To judge the importance of different historical figures or changes.</p> <p>To sequence events with growing accuracy using centuries.</p> <p>To explore similarities and differences between societies.</p> <p>To explore how some things changed while</p>	<p>To analyse causes and consequences of key events.</p> <p>To analyse contrasting accounts of history.</p> <p>To evaluate the significance of actions, events, or inventions</p> <p>To place significant events and periods on a timeline</p> <p>To analyse how groups or experiences compare across time.</p> <p>To evaluate the impact of key changes across a period.</p>	<p>To evaluate the relationship between causes and outcomes.</p> <p>To evaluate sources and explain why interpretations differ.</p> <p>To assess and justify the significance of people or developments.</p> <p>To construct and interpret timelines using historical scales</p> <p>To interpret key differences and shared experiences in history.</p> <p>To analyse change and continuity over time and why it matters.</p>

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		To know some stories and facts about the past.	To understand why people or events from the past are important.	To understand what life was like in a time from the past.	others stayed the same. To understand how people lived and what they believed.	I can compare different times in history and explain how they link	To explain how past ideas and actions still affect us I
Vocabulary	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	old new first next ago family past Yesterday Today Tomorrow	Same Different Change after before a long time ago event past present recent	Era Artefact Evidence reign Monarch Timeline Victorian Cobbled Terraced house Slate cane Chores Factory Workhouse chimney sweep orphan Museum Gender roles	BC AD Agriculture Trade Archaeologist Invasion Centuries Decades Stone Age Bronze Age Iron Age Ice Age Prehistory Stone Tools Grind Adaptation Hunter-Gatherer Nomadic Foraging Neolithic Revolution Domestication Roundhouse Wattle and daub Thatched roof Iron Age	interpret Chronology Industrialisation Revolution Settlement Trade Leisure Tourism Freight Canals Wharf conservation, floodplain Wharf Cargo Merchant dock Fertile Delta Silt Irrigation crops hieroglyph scribe sacred	Bias Prejudice concurrent Ancient Civilisation Source Reliability Account Conquest Migration Astronomy Decline Ritual legacy Anglo-Saxons Vikings Jutes, Saxons, Angles Kingdom Pagan / Christianity Monastery Raid Danelaw Lindisfarne Alfred the Great Athelstan	Interpretation Cause Outcome primary source secondary source societies legacy Continuity propaganda Democracy Evacuation The Blitz Scale Treaty Evacuee Blitz Home Front Air Raid Enigma machine Decryption Auxiliary Munitions Morale Legacy