Twin Oaks
Primary School

History curriculum and progression framework

National Curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: 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: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- 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 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, understanding 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.

At Twin Oaks, we have structured our curriculum as laid out below to ensure a purposeful, structured and progressive sequence of learning based on significant events in history whilst developing chronological understanding. Teachers are encouraged to focus on the diverse cultures and religions represented within their class while looking at periods of different periods of history. They are also encouraged to use culturally diverse texts to support the teaching and learning from different historical viewpoints. The Key below describes the different aspect of historical skill or knowledge being focused on by each objective.

CU – Chronological Understanding

KE – Knowledge and understanding of historical of Events

HI – Historical Interpretation

HE – Historical Enquiry

OC – Organisation and Communication

Year Group	Chronological Understanding	Knowledge of Historical events	Historical Interpretations	Historical enquiry	Organisation and communicating
Rec	* Talk about past and present events in their own life and of family members * Use everyday language related to time * Show curiosity and formulate questions about artefacts from the past				
Year 1 Key breadth of study	*__The Big Ship Sailed__ – The Titanic. An event beyond living memory and using sources. *__Paddington – T__he history of transport with a focus on trains. Changes in living memory. *Guy Fawkes – historical event local to London.				
Year 1	*To use common words/phrases related to time- before, after, past, present, then now. *To place events and objects in chronological order.	*Identify similarities and differences between past and present in own and other people's lives.	*Distinguish between fact and fiction in stories of the past.	* Use sources of information to find out about the past.	* Show knowledge and understanding of the past in variety of different ways
Year 2 Key breadth of study	*__Happy Families__ – Victorians with focus on Queen Victoria. Lives of significant individual. *__Famous Five–__ Looking at significant individuals and events beyond living memory. Guy Fawkes, Neil Armstrong, Samuel Pepys. __*Great Fire of London –__ events beyond loving memory, historical events and lives of significant individual. – Samuel Pepys. __*Neighbourhood Explorers –__ historical events and people in the local community.				
Year 2	*To use common words/phrases related to time. * To place events and objects in chronological order.	*Recognise why people did things and why events happened.	*Identify similarities and differences between past and present ways *Identify different ways in which the past is represented. of life.	* Observe and handle a range of different sources and use them to ask and answer questions about the past.	* Communicate their knowledge of history in a variety of different ways.

Year 3 Key breadth of study	***Ug! –**describe the changes in Britain in the Stone Age through to the Iron Age ***Walk the Timeline Greece –** Ancient Greece and the impact the Ancient Greeks had on life in Britain today *Ancient Civilisation – Shang Dynasty in China				
Year 3	* To know that a timeline can be used to show key dates. * To understand that the past can be considered in terms of different time periods and the similarities and differences between them.	* To know that a timeline can be used to show key dates. * To understand that the past can be considered in terms of different time periods and the similarities and differences between them. * To know that evidence can be analysed to know which period it is from. * To know and use different ways of finding out historical information and be able to communicate knowledge in a variety of different ways.	*To know about, give reasons for and results of, the major events during each of the topic time periods studied.	*To know about, give reasons for and results of, the major events during each of the topic time periods studied. * To know that evidence can be analysed to know which period it is from. * To know and use different ways of finding out historical information and be able to communicate knowledge in a variety of different ways.	
Year 4 Key breadth of study	**Under Attack –** Settlements in Britain by Anglo Saxons and Scots The Roman Empire – life in Roman Britain and the effects of the Roman Empire on Britain. **A Right Royal Battle -** Vikings and Anglo- Saxon struggle of Edward the Confessor and chronological knowledge beyond 1066 legacy.				
Year 4	* To be able to understand and use BC and AD in work. * Develop understanding that the past can be divided into different periods of time. * Place events, people and changes studied into correct periods of time on a timeline.	* To be able to understand and use BC and AD in work. * Develop understanding that the past can be divided into different periods of time. * Place events, people and	*To know how one type of historical evidence might be more reliable than a different type and to evaluate sources of evidence	* Understand the difference between primary and secondary sources of evidence. Be able to use and evaluate them when investigating a topic	* To be able to communicate knowledge and understanding in a variety of different ways.

		changes studied into correct periods of time on a timeline. * Identify and describe reasons for and results of historical events, situations and changes in the periods studied. * To know how one type of historical evidence might be more reliable than a different type and to evaluate sources of evidence			
Year 5 Key breadth of study	***Walk the Timeline – Ancient Egypt.** Achievements of early civilisation. ***The Big Five – The Benin.** A non-European society that contrasts with British history. *****WW2 – The Blitz. Local study.				
Year 5	* To place events, people and changes into correct periods of time, using BC and AD correctly.	* To place events, people and changes into correct periods of time, using BC and AD correctly. * Describe characteristics of different periods/societies (political, social, economic and cultural) * Identify and describe reasons for, results of and changes as a result of, historical events and periods.	* Recognise that the past can be represented and interpreted in different ways.	* To know differences between sources, able to select and combine information from a variety of sources.	* To know differences between sources, able to select and combine information from a variety of sources. * Communicate their knowledge and understanding of history in a variety of different ways.

Year 6 Key breadth of study	*Early Islamic Civilisation – a non-European society that provides contrast with British History *Crime and Punishment through the ages – changes in an aspect of social history. ***The Maya –** achievements of an early civilisation.				
Year 6	* Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied.	*Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them. * Recognise and describe characteristics of different periods/societies (religious, political, social, economic and cultural). * Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studies	* Recognise that the past can be represented and interpreted in different ways and give reasons for this. * Suggest possible omissions in reports/accounts of history. * Use, evaluate and link sources and work out how conclusions were arrived at	* Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied. * Use, evaluate and link sources and work out how conclusions were arrived at	* Record information relevant to the focus of the enquiry. * Recall, select, organise and communicate historical information in a variety of different ways.