



The Harlington and Sundon Academy Trust

Harlington Lower School - History Curriculum Overview and Skills Progression



History	Topics	National Curriculum Objectives	Skills	Impact by the end of the year
Reception Year	Autumn Ourselfs, Light & Dark, Space- history first moon landings Guy Fawkes Christmas traditions	<ul style="list-style-type: none"> Children know about similarities and differences between themselves and others. Children know about similarities and differences in relation to places, objects, materials and living things. Children make observations of plants and animals and explain why some things occur, and talk about change. 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Maintain attention, concentration and sit quietly during appropriate activity. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	Children talk about past and present events in their own lives and the lives of family members. Children will be curious and ask questions to help them understand the world around them.
	Spring Pole to Pole History of Chinese New Year St George Easter traditions Dinosaurs	<ul style="list-style-type: none"> Children know about similarities and differences between themselves and others. Children know about similarities and differences in relation to places, objects, materials and living things. Children make observations of plants and animals and explain why some things occur, and talk about change. 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Maintain attention, concentration and sit quietly during appropriate activity. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	
	Summer Once Upon a Time Knights and Castles Transport	<ul style="list-style-type: none"> Children know about similarities and differences between themselves and others. Children know about similarities and differences in relation to places, objects, materials and living things. Children make observations of plants and animals and explain why some things occur, and talk about change. 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Maintain attention, concentration and sit quietly during appropriate activity. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	
Year 1	Autumn Toys	<ul style="list-style-type: none"> Identify changes within living memory. Recall events beyond living memory that are significant nationally or globally The Lives of significant individuals who have contributed to national and international achievements Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different time periods <ul style="list-style-type: none"> - Understand how toys and books have changed over time. - Sequence events or objects in chronological order - Understand historical concepts such as continuity and change and chronology. - Understand the respects in which toys and books we use currently are similar to and different from those used by our parents, grandparents and great-grandparents. Use a wide vocabulary of everyday historical terms 	Children will enjoy learning more about their history. Children will be critical of what they see and hear.



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			<ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Analyse and identify different ways to represent the past e.g. photos • Understand that the materials used for making toys have changed and diversified over time - Sort toys and books (their own and those of parents and grandparents) into old and new, and create a time line • Explore illustrations from children’s books over time, looking at themes and trends • Drama – why people did things in the past ICT – using technology to record sentences/drawing 	<p>Children with make links between different pieces of information.</p> <p>Children will try to answer their own questions.</p> <p>Children will communicate their opinions and justify their answers.</p>
	<p>Spring Transport</p>	<ul style="list-style-type: none"> • Understand changes in living memory - Begin to have an idea of past, present and future especially in relation to transport • recognise significant historical events • Understand some of the ways in which we can obtain information about the past. 	<ul style="list-style-type: none"> • Demonstrate an awareness of the past, using common words and phrases relating to the passing of time. • Demonstrate they know where the people and events they study fit within a chronological framework • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Use a wide vocabulary of everyday historical terms • To find out the different ways in which travel and transport has changed from past to present e.g. cars • recognise similarities and differences between ways of life in different periods as well as artefacts • Analyse and identify different ways to represent the past e.g. photos • To sort artefacts between then and now. • Find out about an early form of travel: the Viking longboat. • To find out about George Stephenson's life and inventions. • To find out about the Wright brothers' development of the aeroplane and different ways that humans have tried to fly throughout history • To understand how trains changed people's lives in the 19th century. • Drama – why people did things in the past • identify significant inventions and the fact that early man invented the wheel • ICT – using technology to record sentences/drawing 	



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	<p>Summer Castles</p>	<ul style="list-style-type: none"> • Identify changes within living memory (learning about Kings, Queens and castles). • Recall events beyond living memory that are significant nationally or globally (by learning about Kings and Queens) • Significant historical events, people and places in their own locality • Identify similarities and differences between ways of life in different periods (in the context of finding out about the role of monarchs in British history) • Significant historical events, people and places in their own locality (by understanding the chronology of various significant British Kings and Queens, such as Richard III, Elizabeth I and Queen Victoria). 	<ul style="list-style-type: none"> • Understand some ways in which we find out about the past and identify different ways in which it is represented. • Sequence events or objects in chronological order • Know the chronological order of some kings and queens. • To understand what a monarch is and the qualities needed to be a good monarch. • Use a wide vocabulary of everyday historical terms • Identify similarities and differences between ways of life in different time periods as well as artefacts • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • To develop an awareness of the past, in the context of learning about how the history of a royal family and their own family history can be represented in a family tree. • To understand about the development of castles and invasion by William • Research information about types of medieval castles and banquets • Sort artefacts into 'then' and 'now', and create a time line • Drama – why people did things in the past • ICT – using technology to record sentences/drawing 	
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	Topics	National Curriculum Objectives	Skills	Impact by the end of the year
Year 2	Autumn Why do we remember famous events? The Gunpowder Plot (Main topic) Remembrance The Queen's Coronation	<ul style="list-style-type: none"> Identify changes within living memory (by finding out how the Gunpowder Plot is remembered in this country). Recall events beyond living memory that are significant nationally or globally (by learning about Guy Fawkes and the Gunpowder Plot). The Lives of significant individuals who have contributed to national and international achievements (by learning about significant individuals involved in the plot). Significant historical events, people and places in their own locality (by remembering local people who fought in the wars). 	<ul style="list-style-type: none"> Demonstrate an awareness of the past, using common words and phrases relating to the passing of time. - Sequence the main events of the Gunpowder Plot Demonstrate they know where the people and events they study fit within a chronological framework. - Find out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. Understand some ways in which we find out about the past and identify different ways in which it is represented - Imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role-play activities and their writing. - Discuss the effectiveness of sources. Identify similarities and differences between ways of life in different time periods - Show an awareness of the differences in ways of living in 1605 compared to the present. Use a wide vocabulary of everyday historical terms Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Perform parts of the Gunpowder Plot - Create questions for their own further enquiry into the significance and impact of the Gunpowder Plot. 	<p>Children will enjoy learning more about their history.</p> <p>Children will be critical of what they see and hear.</p> <p>Children will make links between different pieces of information.</p> <p>Children will try to answer their own questions.</p> <p>Children will communicate their opinions and justify their answers.</p>
	Spring Amazing women Florence Nightingale Mary Seacole Edith Cavell	<ul style="list-style-type: none"> Identify changes within living memory (by looking at nursing today). Recall events beyond living memory that are significant nationally or globally (by looking at how Florence Nightingale, Mary Seacole and Edith Cavell influenced nursing today). The lives of significant individuals who have contributed to national and international achievements (by finding out about Florence Nightingale, Mary Seacole and Edith Cavell and how they helped improve nursing). Significant historical events, people and places in their own locality (related to how nursing has changed). 	<ul style="list-style-type: none"> Demonstrate an awareness of the past, using common words and phrases relating to the passing of time - Can provide criteria about what makes a person significant in history. - Recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell. Demonstrate they know where the people and events they study fit within a chronological framework - Have an understanding of the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived. Understand some ways in which we find out about the past and identify different ways in which it is represented - Imagine and write about the experiences of the nurses studied in different historical periods based on factual evidence. - Discuss the effectiveness of sources. Identify similarities and differences between ways of life in different time periods - Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell and how they have influenced nursing today. Use a wide vocabulary of everyday historical terms 	

			<ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - Think of questions for their own enquiries into nurses.
Summer The Great Fire of London	<ul style="list-style-type: none"> • Recall events beyond living memory that are significant nationally or globally • The Lives of significant individuals who have contributed to national and international achievements • Significant historical events, people and places in their own locality and nationally 	<ul style="list-style-type: none"> • Demonstrate an awareness of the past, using common words and phrases relating to the passing of time. - Talk about the key events of the Great Fire of London. - Show awareness of how London has changed, including its buildings, people and transport. • Demonstrate they know where the people and events they study fit within a chronological framework - Know about Samuel Pepys and his diary. - Know when the Great Fire of London started. • Understand some ways in which we find out about the past and identify different ways in which it is represented. - Imagine and write about the experiences of people in different historical periods based on factual evidence. - Explain how we know about the Great Fire of London from a variety of primary sources. • Identify similarities and differences between ways of life in different time periods - Find some ways in which how we live now is different and similar to how people live in 1666. • Use a wide vocabulary of everyday historical terms • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Understand how we know about the Great Fire of London. - Start questioning the reliability of some historical evidence. 	

	Topics	National Curriculum Objectives	Skills	Impact by the end of the year
Year 3	Prehistory (Aut & Spr)	<ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts; tribal kingdoms, farming, art and culture 	<p>Develop chronologically secure knowledge and understanding of British, local and world history</p> <ul style="list-style-type: none"> - Create simple timelines. - Locate different periods of the Stone Age on a timeline - Show relationships between Stone, Bronze and Iron Age. <p>Identify connections, contrasts and trends over time</p> <ul style="list-style-type: none"> - Can describe the hunter-gatherer life of the late Neolithic period <p>Develop use of historical terms</p> <p>Devise historically valid questions about change, cause, similarity and differences, and significance</p> <ul style="list-style-type: none"> - Can describe Stone Age tools and weaponry - Consider how Skara Brae gives us a picture of Stone Age life. - Describe the development of early farming. 	<p>Children will enjoy learning more about their history.</p> <p>Children will be critical of what they see and hear.</p> <p>Children will make links between</p>



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			<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources</p> <ul style="list-style-type: none"> - Can describe the main changes in Britain from the Stone Age to the Bronze Age - Use the library/e-learning for research - Distinguish between different sources and evaluate their usefulness. 	<p>different pieces of information.</p> <p>Children will try to answer their own questions.</p> <p>Children will communicate their opinions and justify their answers.</p> <p>Children will develop an appreciation and understanding of the achievements of ancient peoples.</p>
	<p>Local study Harlington & WWII</p>	<ul style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	<p>Develop chronologically secure knowledge and understanding of British, local and world history</p> <ul style="list-style-type: none"> - Create simple timelines - An understanding of John Bunyan <p>Identify connections, contrasts and trends over time</p> <ul style="list-style-type: none"> - Identify a range of buildings from WWII in Harlington. <p>Develop use of historical terms</p> <p>Devise historically valid questions about change, cause, similarity and differences, and significance</p> <ul style="list-style-type: none"> - Write questions to ask those village members who were around during WWII - Write questions to ask people who attended Harlington School when it was at the Parish Hall <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources</p> <ul style="list-style-type: none"> - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources 	

	Topics	National Curriculum Objectives	Skills	Impact by the end of the year
Year 4	Roman Britain Rome and it's Empire	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain: the Roman Empire by AD42 and the power of its army. • 'Romanisation' of Britain: sites and the impact of technology, • culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of British, local and world history – Say when and where the Roman Empire took place. - Understand more complex terms, e.g. AD • Identify connections, contrasts and trends over time – Comparing architecture, lifestyles religious beliefs and currencies. • Develop use of historical terms • Devise historically valid questions about change, cause, similarity and differences, and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information – Know how and why the Roman Empire was so successful. • Understand how our knowledge of the past is constructed from a range of sources – A study of Pompeii, using evidence to explain what we know and how we know. - Begin to evaluate the usefulness of different sources. - Use the library, e-learning for research. 	<p>Children will enjoy learning more about their history.</p> <p>Children will be critical of what they see and hear.</p> <p>Children will make links between different pieces of information.</p> <p>Children will try to answer their own questions.</p> <p>Children will communicate their opinions and justify their answers.</p>
	Ancient Civilisation Egyptians	<ul style="list-style-type: none"> • Study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. 	<ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of British, local and world history - Using timelines to know when the earliest civilisations occurred. • Identify connections, contrasts and trends over time • Develop use of historical terms • Devise historically valid questions about change, cause, similarity and differences, and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources – Know how the Rosetta Stone deciphered Egyptian Hieroglyphs / Know about discovery of significant tombs. Begin to evaluate the usefulness of different sources. - Use the library, e-learning for research. 	<p>Children will develop an appreciation and understanding of the achievements of ancient peoples.</p>

History Skills Progression	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> To use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> sequence events or objects in chronological order 	<ul style="list-style-type: none"> sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives 	<ul style="list-style-type: none"> place the time studied on a time line sequence events or artefacts use dates related to the passing of time 	<ul style="list-style-type: none"> place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD 	<ul style="list-style-type: none"> place current study on time line in relation to other studies known and sequence key events of time studied use relevant terms and period labels relate current studies to previous studies make comparisons between different times in history 	<ul style="list-style-type: none"> place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past 	<ul style="list-style-type: none"> find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening) 	<ul style="list-style-type: none"> find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people’s actions understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and, Queen Elizabeth II) 	<ul style="list-style-type: none"> use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations 	<ul style="list-style-type: none"> study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt) 	<ul style="list-style-type: none"> find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations

Interpretation of History	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Children talk about past and present events in their own lives and the lives of family members. 	<ul style="list-style-type: none"> begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) 	<ul style="list-style-type: none"> compare pictures or photographs of people or events in the past able to identify different ways to represent the past 	<ul style="list-style-type: none"> identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge 	<ul style="list-style-type: none"> compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events 	<ul style="list-style-type: none"> checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research
Historical Enquiry	<ul style="list-style-type: none"> Children will be curious and ask questions to help them understand the world around them. 	<ul style="list-style-type: none"> sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources 	<ul style="list-style-type: none"> use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions 	<ul style="list-style-type: none"> use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research 	<ul style="list-style-type: none"> begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research 	<ul style="list-style-type: none"> recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account
Organisation and Communication	<ul style="list-style-type: none"> Maintain attention, concentration and sit quietly during appropriate activity. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. Simple recounts. 	<ul style="list-style-type: none"> Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT 	<ul style="list-style-type: none"> Class display/ museum annotated photographs ICT 	<ul style="list-style-type: none"> communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode 	<ul style="list-style-type: none"> select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups 	<ul style="list-style-type: none"> fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record communicate knowledge in different forms· work independently and in groups showing initiative 	<ul style="list-style-type: none"> select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations