

Why do we teach History?	How is History sequenced within our school?	What will our children learn?
- At Beechwood we teach History to help our children gain a clear understanding of how Britain and the rest of the world have come to be how they are. - This in turn helps the children to understand where they fit in the world and how complex human lives are and what it means to be a human being. - History helps to inspire curiosity about the world before them and around them as well as giving children the chance to try and understand what life was like through a range of experiences. - At Beechwood we aim to give children opportunities to think in a critical way about what they have been told or shown and the reliability of the information. - Our curriculum helps our children to interpret and make judgements based on evidence as well as being able to justify their own opinions.	- We have worked with Hampshire History Matters and Keystage History to develop our history curriculum including developing our own enquiry approach where applicable. - History is alternated with geography and is taught in every year group over 3 half terms each year. - It has been broken down into historical themes, enquiry, process and knowledge to help children be able to apply these across a breadth of contexts. - Our contexts have been chosen to fit our local area including three local studies- Southampton during WW2 in Year 6, British Queens in year 5, Alfred the Great in Year 4 and Lord Carnarvon and Tutankhamun in Year 3. - Across KS2 we have a range of contexts that link and build on each other. For example, The Roman invasion of Britain, the Saxon invasion of Britain and the Viking invasions of Britain. - We also look at the same time periods across the world with Year 3 look at Ancient Egypt, Year 4 looking at the Shang Dynasty, Year 5 looking at the 'Early Islamic Golden Age' and Ancient Greece and Year 6 looking at the Maya civilisation - We have a thematic study that looks at the history of Black People in Britain in Year 6 and a thematic	- The chronology of the history of Britain focused mainly before 1066 to help support them in their journey to KS3. - How their local area was affected during key historical events such as World War Two - How different people have shaped and influenced this nation and the wider world from the earliest times to the present day (this includes local studies). - What is meant by significance and how to identify the most significant characteristics of events, places and people. - To 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. - To be able to explain what historical themes had the most impact in different time periods and why this was important. - To be able to analyse and interpret a range of information and sources for a purpose as well as being able to indicate its reliability.

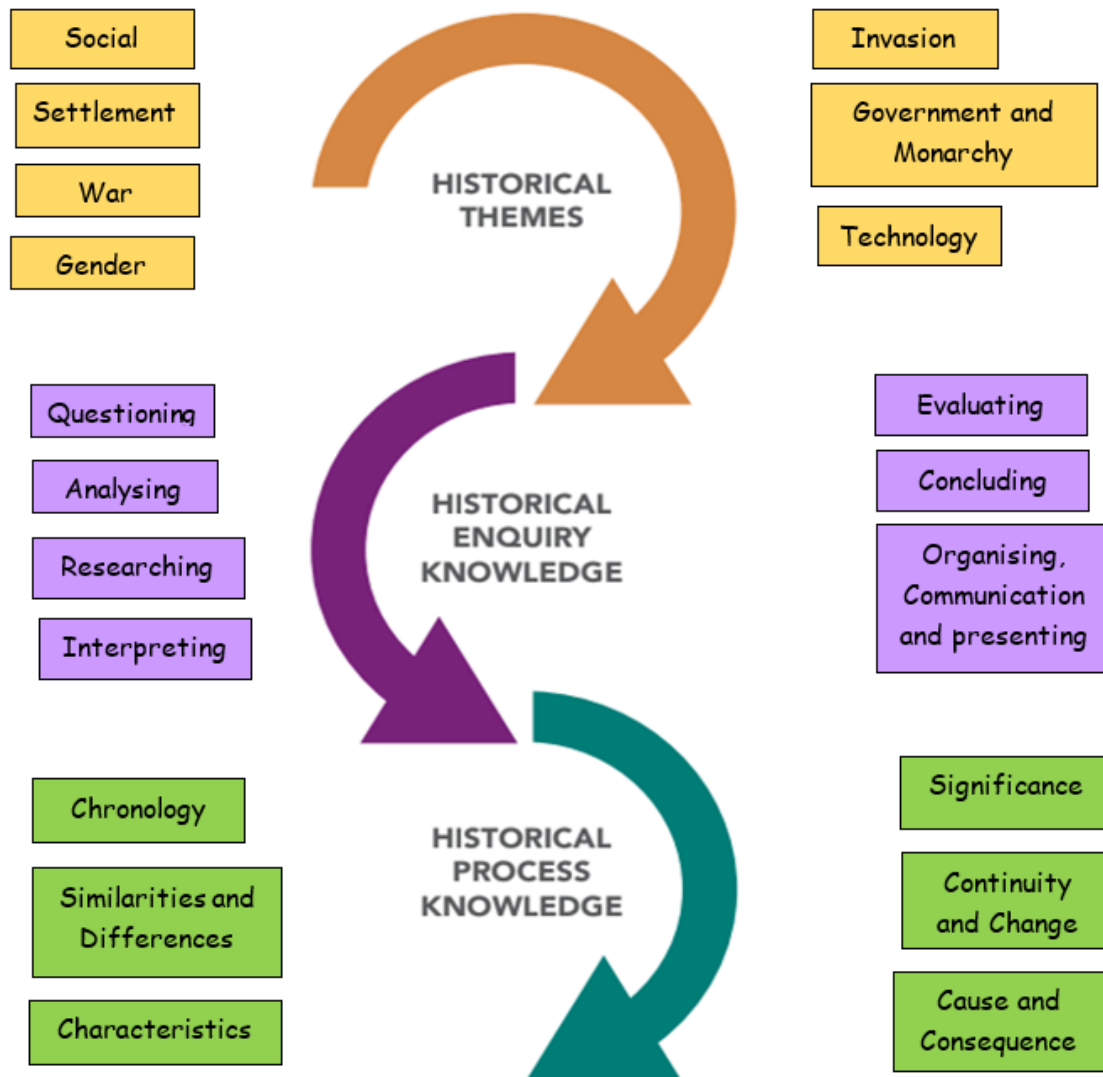
- Our history curriculum helps children understand the process of change, the diversity in society and the challenges that this brings.

study in Year 5 based on successful British Queens who have navigated us through times of unrest.

- We aim to have a key question for children to answer across each context and to extend this to parents in a parent event led by the children.

- To be able to ask questions and demonstrate historical curiosity and enquiry across a range of themes and contexts.
- To gain historical perspective by using their growing knowledge to make links within history but also across the rest of the curriculum.

History Concept Map



Year 3	Process	Knowledge
Autumn	Chronology Characteristics Cause/consequences Significance	Early civilisations and the Egyptians
Spring	Continuity and Change Chronology Cause/consequences Significance Similarities/ differences.	Romans Impact on Britain
Summer	Continuity and Change Chronology Cause/consequences	Food and Farming from the Stone Age to the Iron Age
	Continuous knowledge: Chronology and the impact on the world today	

Year 4	Process	Knowledge
Autumn	Chronology Characteristics Significance Historical Interpretation	Ancient Civilisation: Shang Dynasty
Spring	Continuity and Change Cause/consequences Chronology Similarities/ differences Significance	Raiders, Traders and Settlements: Vikings and Saxon Invasions
Summer	Continuity and Change Significance: Alfred Chronology Cause/consequence Trip: Winchester	Local study Struggle for Kingdom King Alfred
	Continuous knowledge: Chronology and the impact on the world today	

Year 5	Process	Theme	Year 6	Process	Knowledge
Autumn	Chronology Similarities/differences Significance Trip: Mary Rose	Early Islamic Civilisation Golden Age	Autumn	Chronology Cause & Consequences Characteristics Continuity & Change Historical Significance & Inquiry	Maya (Non-European society that provides contrast with British History)
Spring	Chronology Significance Similarities and differences Continuity and Change	Ancient Greeks	Spring	Chronology Causes and Consequences. Significance Similarities/differences Continuity and Change	Southampton in WW2 Local Study
Summer	Similarities/differences Chronology Significance Continuity and Change	Queens of Change: A thematic study of 3 British Queens	Summer	Cause and consequences Significance Similarities/differences Continuity and Change	Black & British: Windrush generation (Thematic Unit)
Continuous knowledge: Chronology and the impact on the world today					

History Progression Document

Year 2	Year 3	Year 4	Year 5	Year 6
Develop a chronological understanding of people, events, periods or civilisations studied.				
Understand historians use dates to describe events. Use and understand common phrases to describe intervals of time e.g. before, after, at the same time.	Use and understand phrases such as <i>over 100 years ago</i> Understand and correctly use terms <i>AD/BC</i>. [Iron Age, Bronze Age, Neolithic Period, Roman Invasion, Early Civilisations, Ancient Egyptians, and their duration]	Start to identify and understand that historical periods overlap. Understand that historical periods vary in duration. Use precise chronological vocabulary e.g. century, decade [Comparison of Roman and Viking invasions of Britain including the duration of Alfred's reign. Identify the different nature and impact of each invasion]	Accurately place civilisations in chronological order and state where they overlap. Understand that key historical changes may have occurred differently in different historical societies and at different times [Duration of Ancient Greek Civilisation, compare to what they have previously learned about ancient civilisations. Understand the chronology of the monarchy of England and within different individual timelines.]	Accurately place civilisations in Britain and across the world in chronological order. Can compare duration of events, people, periods or civilisations studied. [Place in context of prior learning, compare duration of World War II to other wars and different periods studied. Develop a chronological understanding of the slave trade and when it ended.]
Identify characteristic features of events, people, periods or civilisations studied.				
Recognise and describe characteristic features of a person or period studied in simple terms.	Describe the main features associated with an event, person, period or civilisation studied mainly using period specific language.	Provide simple explanations that not everyone in the past lived in the same way and why.	Understand that different civilisations have important similarities.	Explore connections between events, people, periods or civilisations studied with reference to specific examples or case studies.

	[Identifying the significant features of the Iron Age, Stone Age, Bronze age, Ancient Egyptians and Roman Britain]	Make a judgement on what the most significant feature of a period studied is. [Compare Saxon and Viking society, compare Saxon Britain vs. Roman/ Celtic Britain.]	Begin to discuss and identify the links between significant characteristics of the current period of study with periods previously studied. [Look at key features of Greek society (e.g. democracy, Olympics, theatre, philosophy), compare significant features/ legacy of Ancient Greece to Egyptians or Ancient Islamic civilisation. What was the key characteristics of the 3 Queen's reigns? Why was this different to other monarchs?)	Identify significant characteristics of periods studied and consider whether they can still be seen within society today. [Characteristics of World War II within Southampton and its impact of the people of Southampton e.g. rationing, women's roles, evacuation, Southampton's war efforts]
Continuity and change - develop an understand that change does not happen universally or at a consistent rate				
Able to talk about similarities between two time periods excluding modern life.	Describe some changes in history over a period of time. Identify some things that stayed the same over a period of time studied. [Identify what changed (e.g. road structure and leadership) and what stayed the same after the Romanisation of Britain (e.g. farming)]	Describe, with examples, a range of 'change points' in history where some things have changed but some have stayed the same. Explain why changes in different places might be connected.	Provide simple explanations as to why change occurred during particular periods. Understand that there are often many reasons that contribute to causing a change. Understand and comment on the idea that change affects different people in different ways.	Understand that changes in different places can still be connected. Have an overview of things that are continuous through history e.g. monarchy, war, politics. Have an overview of significant changes in history and the impact of these

		[Vikings settlements, Alfred the Great's reign e.g. battles, relationships with Vikings, Opposition to Alfred the Great's reign]	[Legacy of Ancient Greeks compared to modern day (Olympics, democracy etc) Early Islamic 'golden age' compared to the 'dark ages' in Britain]	[Explore the impact of World War II on Southampton and the rate of change during and immediately after the war e.g. buildings, docks, employment, women's roles]
Cause and consequence - develop an understanding that changes in the past often result from several factors. The consequence of these changes effect a variety of people in different ways				
Describe in simple terms what happened 'before' or 'after' an event.	Describe the cause and consequence of an event. Offer more than one example of a consequence of a significant historical event. [Why Romans invaded Britain, resistance to Romans, the impact of the Romans leaving Britain]	Describe, with simple examples beyond human action, different types of causes for a significant historical event. [Impact of Viking settlement, Alfred's legacy, opposition to Alfred's leadership]	Compare long and short-term consequences of significant historical events. [Reasons behind the development of significant characteristics of Ancient Greek society e.g. Olympics, democracy. The impact of the 3 different Queen's reigns on Britain, why there was an early Islamic 'golden age' and why it did not last forever]	Link cause and consequence of complex historical events. Understand that multiple causes can be linked and therefore make an event more likely to occur. [Why was Southampton a focus for enemy attacks? What were the consequences of this for Southampton? Data such as death rates, evacuation levels and bombing locations]
Historical Significance - develop an understanding that significance in history implies that the impact of an event, person's actions or change was either wide spread or lasted for a considerable amount to time (at times until present day).				
Recognise and talk about who was important in a topic studied.	Understand that for an event, person, period or civilisation to be considered significant it has to have resulted in change.	Understand what the significance of something can reveal about the period studied.	Use criteria provided to make judgements as to the significance of an event, person, period or civilisation studied.	Make a judgement about the historical significance of an event, person, period or civilisation studied through relevant, self-made criteria.

	Understand change to mean consequence for people at the time. [Impact of the Roman invasion on Britain e.g. technology, roads, architecture, politics, settlement, Why is Highclere Castle and Lord Carnarvon a significant part of local history?]	[Assessing Alfred's legacy - was he deserving of title of 'Great', assess if Alfred's legacy and impact effects modern life Why and how does Alfred link to our locality?]	Begin to look at significance of events in relation to how they affect modern life. [Look at significant features of Ancient Greek society (language, politics, education) , compared to Ancient Egyptians (e.g. agriculture) or ancient Islamic civilisations (e.g. maths) Why are these 3 Queens significant historical figures?]	Recognise that judgement of historical significance varies over time due to the interpretations of the people analysing evidence. [How important was Southampton to war efforts? Who was most effected by the war in Southampton? What was the long term significance of the war on Southampton?]
Historical Interpretation - building an understanding that all history is a construct. The reliability of this depends on the type and range of evidence available about a person, period or civilisation and the view of those that developed the interpretation.				
Identify and discuss differences in accounts about people or events from contemporary sources and modern source	Identify differences between different versions of the same event. Give simple explanations of why there might be more than one version of events. [Compare different accounts relating to the Roman invasion e.g. the defeat of Boudicca, Celtic or Roman, soldier vs. civilian]	Understand that history is always subject to change - if new evidence is found, it must be revised. [Range of sources both contemporary and secondary that review Alfred's legacy and reign - explore the concept of 'The Dark Ages']	Understand that different accounts of the past emerge for different reasons - recognise that different people place emphasis on different things due to their own opinions or experience. Understand that some interpretations of history are more reliable than others. [Explore and debate the view that all Ancient Greek developments were positive	Understand that history is a construct of many interpretations and that there can be no single version. Begin to question interpretations based on the evidence that was used to support them or the motives of the individual presenting their interpretation. [Range of specific sources about Southampton during World War II]

			e.g. Impact of democracy on women Who was the most significant British Queen and why? Which invention had the biggest impact on the world (Early Islamic Civilisation)]	
Historical Enquiry - Developing an increasingly sophisticated use of historical skills and the ability to communicate the findings of historical study				
Gather information from simple sources to ask and answer questions about the past. Explain actions and events in history instead of just recounting a story.	Describe, in simple terms, important information about the past that is revealed in a source. Recognise that the absence of a certain source can make it difficult to draw correct conclusions. [Compare the imbalance between Roman and Celtic sources and reasons for this, Looking at different sources on Ancient Egypt- what do these tell us about life in Ancient Egypt?]	Can describe a source, including its origins and purpose, using own knowledge of periods and civilisations studied. [Viking invasions, Saxon Britain, Alfred the Great's reign]	Ask perceptive questions about an event, person, period or civilisation studied. [A range of written and pictorial sources related to Ancient Greek life exploring reliability and validity]	Can formulate and investigate own hypothesis after selecting appropriate information from sources. [Range of specific sources about Southampton during World War II]

Sticky Knowledge

Year 3	
Autumn	<u>Earliest Civilisations and the Ancient Egyptians</u> • I can explain where the Ancient Egyptians fit on a timeline, where they were located and what else was going on across the world. • I can name another Ancient Civilisation that was happening at a similar time to the Ancient Egyptians in a different part of the world. • I can identify key characteristics about the Ancient Egyptians and how they lived. • I can explain the differences between the social statuses and roles in Ancient Egypt. . • I can explain what was significant about the Egyptian afterlife. • I can explain the process of mummification and why it was important. • I can give examples of things that might have been buried with Ancient Egyptians and explain their importance. • I know who Lord Carnarvon was and how he is connected to my local area. • I can give details about the discoveries of Howard Carter • I know who Tutankhamun was and give reasons about why he was important. • I can explain how historians and archaeologists can use artefacts to explain life in the past.
Spring	<u>Roman Invasion</u> • I can explain the key developments during the Iron Age. • I can explain the difference between BC and AD. • I can give reasons about why the Romans invaded Britain. • I can explain the difference between an invasion and a battle. • I can give details about three Roman Invasions of Britannica (BC55, BC54 - Julius Caesar and AD 43- Claudius). • I know that the Romans ruled Britain between 43 AD and 410 AD. • I can explain the key characteristics of life in Britain during the Roman era. • I can explain that different responses to the Roman invasion including the Picts and Boudicca rebellion. • I can explain the impact of the Roman invasion on Britain.
Summer	<u>Food and Farming from the Stone Age to the Iron Age</u> • I can explain the difference between BC and AD. • I can sequence the Neolithic, Bronze and Iron ages and I know how long they lasted. • I can explain how people hunted and gathered food before the Stone age. • I can explain how farming and food developed in the Stone Age.

- I can explain how farming and food improved during the Bronze Age.
- I can explain how farming and food improved during the Iron Age.
- I can identify artefacts from different time periods based on their characteristics.
- I can give examples of skills people have learned to survive and thrive.
- I can explain what a century is.

Year 4	
Autumn	<u>Shang Dynasty</u> • I can explain where the Shang Dynasty fits on a timeline of the ancient world and when it was rediscovered • I know that they are the earliest Chinese civilisation from 1600 to 1046 BCE • I can know and identify where the Shang Dynasty was in the Yellow River Valley in Ancient China and what is the modern location today. • I can name another Ancient Civilisation that was happening at a similar time to the Shang Dynasty s in a different part of the world. • I can identify key characteristics about the Shang Dynasty and how they lived. • I can explain the differences between the social statuses and roles in the Shang Dynasty • I can explore how the Shang people used oracle bones, as a form of an earlier writing system, to communicate with their ancestors and predict the future. • I can understand the importance of bronze metal works and artefacts to the Shang people • I can understand who Lady Fu Hao was and why her tomb is significant • I can explain how historians and archaeologists can use artefacts to explain life in the past.
Spring	<u>Saxon & Viking Invasions</u> • I know where the different Saxons (Angles, Saxons, Jutes) came from when they arrived in Britain • I can list some push/pull reasons for the Saxon invaders and settlements. • I can give examples of what life was like in Saxon Britain • I can interpret different sources and say what it teaches us about Saxon Britain • I know that the Vikings first came to Britain in 793 AD and settled in 850AD. • I know that the Vikings were from Scandinavia which is now known as Norway, Sweden and Denmark. • I can explain why the Vikings came and wanted to stay to Britain and why this was significant. • I can give examples of artefacts that have been found in Britain that tell us about how the Vikings lived. • I can give examples of what the Vikings traded around the world and how they used longboats to travel long distances

	I can give examples of what was similar and what was different between the Viking and Saxon raids.
Summer	<u>Alfred the Great - a local study</u> - I can chronologically place Alfred the Great's reign during the Saxon and Viking Era. - I know the seven Anglo-Saxon kingdoms and connect them to modern day locations - I can explain who Alfred the Great was by looking at significant characteristics of his life. - I can look at a historical story to determine their significance to Alfred the Great - I can explore how Alfred the Great attempted to make peace with the Vikings - I can explain what Danelaw was and its significance - I can explore the ways that Alfred the Great sought to improve his kingdom - I can give reasons for why King Alfred was called Alfred the Great using historical evidence to explain my interpretation

Year 5	
Autumn	<u>Early Islamic civilisations</u> - I can accurately place civilisations in chronological order and state where they overlap. - I can explain when and where the early Islamic civilisation developed. - I can give reasons for why Baghdad became a major world power. - I can explain what the House of Wisdom was. - I can give examples of different areas of science and inventions that advanced during this time. - I can name some important Islamic scholars. - I can give examples of significant inventions during this time. - I can explain what impact the inventions during this time had on our modern society. - I can compare the similarities and differences between the Early Islamic Civilisation and Britain at the same time.
Spring	<u>Ancient Greeks</u> - I can give examples of reliable evidence sources that historians and archaeologists use to learn about an Ancient Civilisation. - I can explain how the physical geography of Greece impacted the way the Ancient Greek civilisation developed. - I can explain why historians have to use a 'most likely' approach when interpreting visual sources (pots) from Ancient Greece. - I can give examples of what a primary source is and explain why these sources are usually a 'reliable' source.

	• I can interpret evidence from a primary source and interpret a 'most likely' answer about what this source is telling us. • I can explain the main characteristics of everyday life in Ancient Athens. • I can explain the main characteristics of everyday life in Ancient Sparta. • I can give examples of similarities and differences in how the Ancient Athenians and Ancient Spartans lived. • I can use my research and evidence that I have gathered to explain my historical opinion. • I can explain three different ways the Ancient Greeks changed the world. • I can name three different concepts, ideas or inventions that came from Ancient Greece • I can use my knowledge to suggest how the world might be different today if the Ancient Greeks legacy was different.
Summer	<u>Queens of Change: A thematic study of Three British Queens</u> • I can explain why the British monarchy has been important throughout British history. • I can give examples of the different types of monarchy in the modern world. • I can explain what is meant by turbulent times. • I can give examples of periods of significant change. • I can put specific British monarchs in chronological order. • I can explain which 3 monarchs have had the longest reigns in British history. • I can explain why Queen Elizabeth I, Queen Victoria and Queen Elizabeth II are significant historical figures in Britain. • I can explain how Queen Elizabeth I brought stability to Britain after the reformation. • I can explain how Queen Victoria brought stability to Britain throughout the industrial revolution. • I can explain how Queen Elizabeth II used the technological revolution to connect and stabilise the country. • I can analyse and interpret evidence to answer a historical question and to support my opinions.

Year 6	
Autumn	<u>Maya</u> • I can place the Maya civilisation chronological within world history I have studied so far • I can locate and consider how their geographical location impacted the Maya • I can understand the challenges that archaeologists encounter to study the Maya • I can use artefacts (primary and secondary) to explore and interpret information about the Maya • I can interpret sources to determine how the Maya civilisation changed over time

	• I can explore how the beliefs and religious views impacted daily Maya life • I can understand the significance certain food had on the Maya way of life and its role today • I can enquiry and attempt to replicate the sophisticated writing and Maths language of the MayaI can explain the significance of learning black British history and the impact it has on Britain today.
Spring	<u>Southampton during World War Two</u> • I can explain where World War Two is placed within the chronology of Britain. • I can discuss significant events during World War Two and who was involved. • I can give examples of how the war impacted children and women during the war. • I can explain what life was like for children in Southampton during World War Two. • I can explain what impact the blitz had on Southampton I can explain to explain why Southampton was a target during World War Two. • I can interpret different sources to give examples of how different people felt about the war. • I can evaluate different sources and explain why the author's perspective, experience and motives might make them unreliable. • I can explain why the Royal Victoria Hospital Netley was important during World War Two.
Summer	<u>Black & British: The Windrush Generation (Thematic Unit)</u>