

History Intent Statement:

History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.

At Greenfields, we are **HISTORIANS!** We want our children to love history. Our aim is that, through the teaching of History, we stimulate all children’s interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding of different communities. This will enable our children to learn to value their own and other people’s cultures in modern multicultural Britain.

We aim to make all children aware of the actions of important people throughout history and enable children to know about significant events whilst appreciating how things have changed over time. Our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We also aim to ensure our children understand how Britain developed as a society. By allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners. Children will be given opportunities to develop their skills of enquiry, investigation, analysis and reflection.

HISTORY: Progression Map

Subject: History	EYFS/ KS1	LOWER KS2	UPPER KS2
As Historians we learn to:			
Investigate and interpret the past	<ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?• Use artifacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented.	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	<ul style="list-style-type: none">• Use sources of evidence to deduce information about the past.• Select suitable sources of evidence, giving reasons for choices.• Use sources of information to form testable hypotheses about the past.• Seek out and analyse a wide range of evidence in order to justify claims about the past.• Show an awareness of the concept of propaganda and how historians must

		<ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. 	<p>understand the social context of evidence studied.</p> <ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Build an overview of world history	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Understand chronology	<ul style="list-style-type: none"> • Place events and artifacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artifacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.

Communicate historically	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
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Subject: HISTORY	EYFS/ KS1	LOWER KS2	UPPER KS2
Chronology	Myself Developments in transportation- bikes, buses, flight Polar exploration Castles Gunpowder Plot Dinosaurs	Maya Egyptians	Native Americans Three Monarchs Ancient Greece

Civilisation, Community and Culture	Castles: Life in a castle keep (Local: Framlingham and Orford) Positions of castles and their locations	River Thames- The influence of the River Thames on the growth of London Ancient Egyptians:	Three Monarchs: Monarchs and families- Henry VIII, Queen Victoria and Queen Elizabeth, Industrial revolution, lifestyle of rich and poor
			Native/American Indian culture: understanding diversity, culture, appropriation and heritage
			WW2: Impact of war on London and other communities, culture change on women in society, evacuation and communities
		Ancient Egyptians How important was the Nile to the Ancient Egyptians? To develop an understanding of life in Ancient Egypt, the importance of the Nile, religion, archaeology. How have the Egyptians influenced modern day? Maya: Family structure and cultural beliefs- children and toys	Ancient Greece: Empire, democracy, Greek influence on the Western World- understanding community structure
Comparison	Polar Explorers: Comparing explorers and modes of travel, location of the poles Flight/ Transport: Developments in transportation- flight, Great Fire of London	Comparing culture in Ancient Egypt with Early Life along the Thames	Three Monarchs: Leadership and Monarchy, wars/battles Henry VIII, Queen Victoria and Queen Elizabeth WW2- Life on the front line as documented first hand, Women and children at home, evacuation
Cause and Consequence	Great Fire of London-What was the cause and what was the impact on the London skyline	Active planet: Volcanoes and Earthquakes	WW2: Causes and consequences of war on world, countries and families

	Gunpowder plot-Why do we have fireworks?		
	Persistence of polar explorers		
Legacy	Wright brothers, Neil Armstrong, Amy Johnson, Montgolfier brothers Castles and defenses Polar explorers: Scott and Edmundson Gunpowder plot-Why do we have fireworks?	Egyptians: The pyramids, mummification and archeology- understanding preservation to understand the past Maya: Chocolate, Chitchen Itza- temple	WW2: Hitler, Chamberlain, Churchill, Anne Frank, lessons learnt, contribution of lives lost Royalty/ Monarchy Travelers and Settlers: Impact on Britain and cultural influence Three Monarchs:: Queen Victoria, Henry VIII and Queen Victoria, battles, industrial revolution Native/American Indian culture