

History Curriculum Progression Early Years to Year 6



History at Mandale Mill Primary School-

At Mandale Mill Primary School, a deep-rooted commitment to delivering high-quality history education is at the heart of the curriculum. History is not just a subject; it is a gateway to understanding the world around us and crucial in shaping well-rounded individuals. Our approach and intent to teaching history is dynamic, engaging, and tailored to meet the diverse learning needs of all our students.

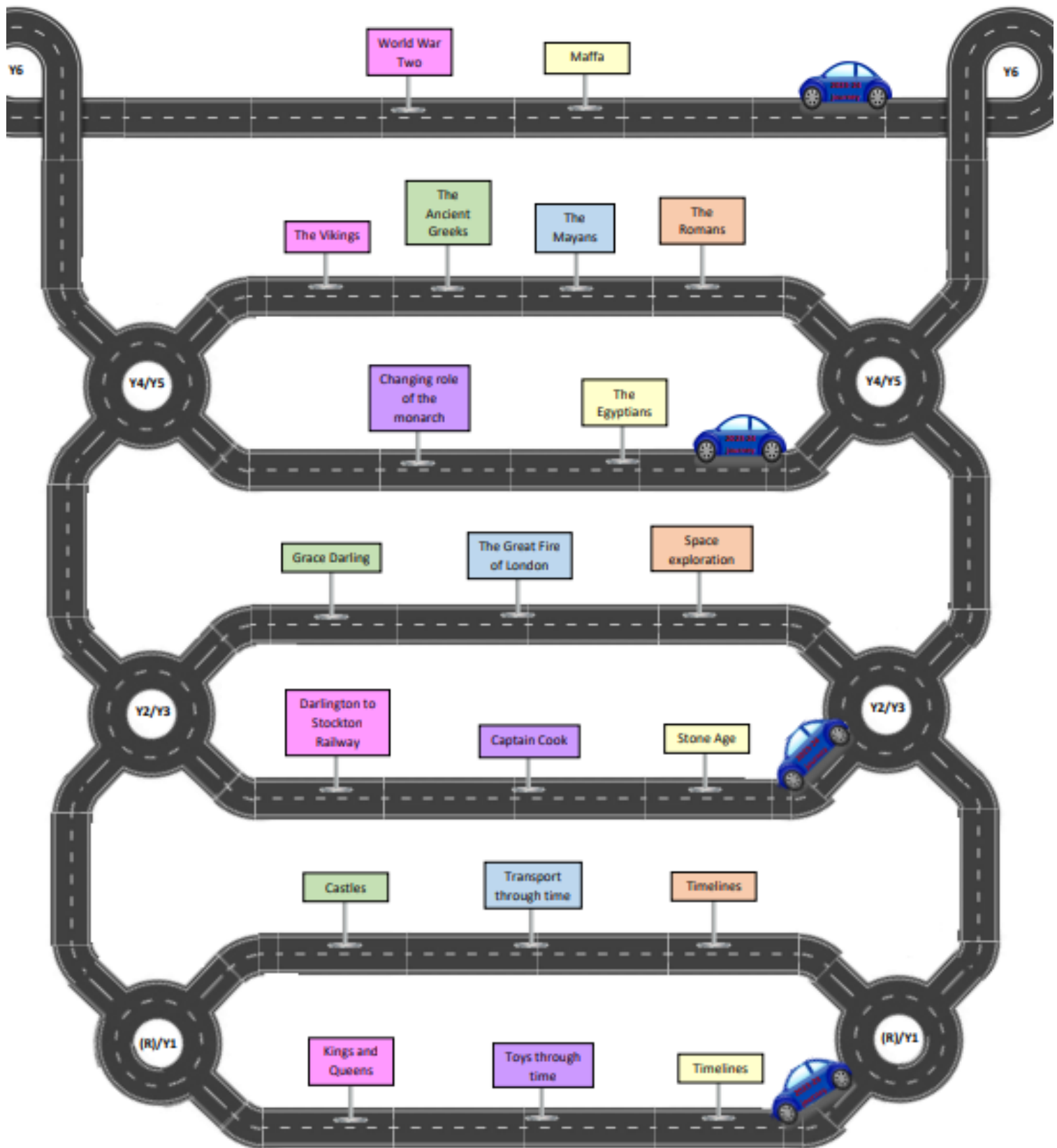
Through a carefully planned curriculum, pupils are taken on a journey through time, exploring key historical events, figures, and developments. Each lesson is designed to foster critical thinking skills, develop historical empathy, and encourage students to analyse and interpret sources effectively.

What's more, we take pride in bringing history to life by providing our children with various immersive learning experiences, such as field trips to local historical sites, interactive workshops with experts, and engaging classroom activities that recreate historical events. This hands-on approach not only enriches our pupils' understanding of the past but also fosters a love for history that extends beyond the classroom.

In essence, the delivery of our history curriculum goes beyond rote memorisation; it nurtures a genuine passion for the subject, equipping pupils with the knowledge and skills to become informed, well-rounded young people who appreciate the complexities and richness of the past.

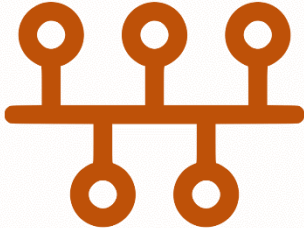
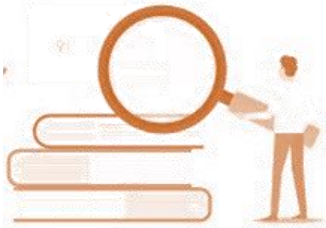

This document should be read in conjunction with the subject policy, the Teaching and Learning Policy and the Long-Term plan for each year group.

Road Map Through Mandale Mill Primary School



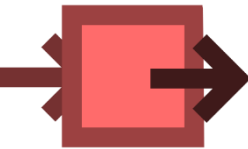






Overarching principles-

Historical Skills-

Chronological Understanding	Historical Interpretation and Enquiry	Organisation and Communications
The understanding of when within history something occurred and how this fits with other periods within history.	The use of primary and secondary sources to interpret events within history.	The developing skills of being able to present historical understanding and findings.
		

Core Concepts-

Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
						
Travelling across or through something to discover new places.	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.	Changes to the way that a society or culture is run, how it functions or is governed.	An armed fight or uprising against the rulers of the area that one lives within.	A group of nations or people under one ruler, house or government.	Changes in technology over time within a specific society or civilisation.	Laws and subsequent actions for those that do not follow set rules.

Key Historical Skills Progression-

Year Group(s)	Chronological Understanding	Historical Interpretation and Enquiry	Organisation and Communications
Reception	<p>Literacy Comprehension ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Understanding the World Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; People Culture and Communities ELG Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>Being Imaginative and Expressive ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 		

<p>Year 1</p>	<ul style="list-style-type: none"> • Sequence events and related objects in order of time. • Develop an awareness of the past. • Use common words and phrases relating to the past –old, new, now, then, yesterday. • Remember part of stories and memories about the past. • Tell the difference between past and present in their own lives and the lives of others. 	<ul style="list-style-type: none"> • Listen to eye-witness accounts (from parents/grandparents). • Begin to suggest why something might be different. • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) • Sort artefacts “then” and “now”. • Speaking and listening (links to literacy) to ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> • Show knowledge and understanding of the past in different ways: role play, drawing, talking, writing – labels, reports, recounts.
<p>Year 2</p>	<ul style="list-style-type: none"> • Sequence events and related objects in order of time using a basic timeline (Mandale Mill). • Begin to develop an understanding of the time represented on a timeline. • Understand the concept of past and present. • Put objects and events into time order and when doing this, to use words about the passing of time, including clock time, calendar time and language like before, after, a long time ago, past. 	<ul style="list-style-type: none"> • Suggest why something might be different. • Identify different ways to represent the past (e.g. photos, stories, adults talking about the past) and use these as a ‘source’ of information. • Know that the information we use to learn about the past is called a historical source. • Speaking and listening (links to literacy) to ask and answer questions related to different sources and objects and link this to taught learning. 	
<p>Year 3</p>	<ul style="list-style-type: none"> • Place the time studied on a Mandale History Policy time line. • Have an understanding of the time represented on a timeline. • Sequence events or artefacts. 	<ul style="list-style-type: none"> • Use evidence to describe content within a topic being taught. • Use evidence to find out how content may have changed during a time period. 	<ul style="list-style-type: none"> • Present findings about past using speaking, writing, ICT and drawing skills. • Use dates and vocabulary related to topic accurately.

	<ul style="list-style-type: none"> • Use dates related to the passing of time (starting to use BC and AD). • Use words and phrases: century, decade. • Use time vocabulary more precisely (previously, preceding, prior, earlier). 	<ul style="list-style-type: none"> • Suggest reasons for why there were differences between periods. • Distinguish between different sources and evaluate their usefulness. • Use a range of sources to find out about a period observe small details. 	<ul style="list-style-type: none"> • Suggest different ways of presenting information for different purposes.
Year 4	<ul style="list-style-type: none"> • Place current study on a Mandale Mill Policy time line in relation to other studies. • Relate the periods of time represented on a timeline. • Begin to use relevant terms and periods labels (Paleolithic, Neolithic, Ancient Age, Medieval Age, Modern Age, Contemporary Age). • Use BC and AD in relation to dates. 	<ul style="list-style-type: none"> • Understand that there are primary and secondary sources. • Look at different versions of the same event in history and identify differences. • Identify and give reasons for different ways in which the past is represented. • Begin to know that people in the past represent events or ideas in a way that persuades others. • Begin to understand that sources can contradict each other. 	
Year 5	<ul style="list-style-type: none"> • Place current study on a Mandale Mill Policy time line in relation to other studies and make links between the studies. • Use relevant terms and periods labels (Paleolithic, Neolithic, Ancient Age, Medieval Age, Modern Age, Contemporary Age). • Relate current studies to previous studies commenting on similarities and differences and hypothesis about why. • Identify changes within and across historical periods. 	<ul style="list-style-type: none"> • Identify primary and secondary sources. • Use evidence to build up a picture of life in time studied. • Select relevant sections of information. • Compare accounts of events from different sources. Fact or fiction • Offer some reasons for different versions of events. 	<ul style="list-style-type: none"> • Children at KS2 are not expected to construct their own historical arguments. Across the key stage, children are expected to deepen their historical knowledge through repeated exposure of the core concepts below and increasing substantive knowledge of the subject as the key stage progresses. This will be reflected in the children's historical writing. • The purpose of the writing should be primarily to communicate the substantive topic knowledge in a coherent and logical manner, with
Year 6	<ul style="list-style-type: none"> • Use timelines to place events, periods, and cultural movements 	<ul style="list-style-type: none"> • Selecting reliable sources (sometimes independently) of 	

	<p>from around the world and use these as a reference point</p> <ul style="list-style-type: none"> • Use key timelines to demonstrate changes and developments. • Use words and phrases for movements or times of change. 	<p>factual evidence to answer historical questions which justifies their selection.</p> <ul style="list-style-type: none"> • Independently identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. • Describe how some changes impact both on subsequent periods, and, in the long term, on today's society. • Link sources and work out how conclusions were arrived at. • Begin to consider ways of checking the accuracy of sources. • Be aware that different evidence will lead to different conclusions. • Bring knowledge gathering from several sources together in an account. 	<p>increasing detail and confidence as the key stage progresses.</p> <ul style="list-style-type: none"> • Writing may be framed around key historical enquiry questions, underpinning units, linked to the second order concepts of: <ul style="list-style-type: none"> - Cause and consequence - Change and continuity - Similarity and difference - Historical significance
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Map of Core Concepts-

Year 1 and Year 2							
Space Exploration (Cycle A)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
	During this topic children learn about key figures within space exploration.					During this topic children explore how space exploration has advanced.	
Great Fire of London (Cycle A)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
			During this topic children explore the changes in how people live to keep themselves safe.	During this topic children explore the Gun Powder Plot.	During this topic children explore the impact on King Charles I.	During this topic children explore the development of the fire brigade.	
Captain Cook (Cycle A)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
	During this topic children look at the three key journeys of Captain Cook.	During this topic children specifically look at the 'discovery' of Australia.			During this topic children begin to look at the impact Captain Cook has had on life and the British Empire.		
Influential people (Cycle A)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
	This topic exposes children to key historical knowledge rather than concepts through studying influential people from the locality. Some concepts may be touched on through some people.						

The start of flight (Cycle B)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
						Within this topic children explore how transport has changed through time. Children specifically explore the history of flight.	
Kings and Queens (Cycle B)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
					Within this topic children explore what a monarch is and learn that Great Britain has one.		
Year 3 and Year 4							
The Romans (Cycle A)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
	During this topic children learn how the Romans came to Britain.	During this topic children specifically learn about the invasions of Julius Caesar and Claudius.	During this topic children learn about the influence the Roman Empire has had on modern Britain.	During this topic children explore the rebellion led by Boudicca.	During this topic the children explore the Roman Empire and the power it held during this period in history.	During this topic children learn about the influence the Roman Empire has had on modern Britain.	
The Changing Role of the Monarch (Cycle A)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
		During this topic children learn about how	During this topic children learn about changes since 1066.	During this topic children learn about how rebellion can be	During this topic children learn about the change of power and	During this topic children explore technological advancements	During this topic children learn how a change in leadership can

		monarchs came to power.		seen within a period.	empire since 1066.	since 1066 (specifically The Industrial Revolution during Queen Victoria's reign).	result in a change in crime and/or punishment.
The Vikings (Cycle A)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
	During this topic children learn how the Vikings came to Britain.	During this topic children specifically learn about the invasions of Lindisfarne and the invasion upon the Hartlepool Headland.	During this topic children learn about the influence the Vikings have had on modern Britain.		During this topic the children explore how the Vikings gained power within England.	During this topic children learn about the influence the Vikings have had on modern Britain.	
Stone Age (Cycle B)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
			Within this topic children explore how man moved from being hunter gathers to farmers			Within this topic children explore advancements during this period including the impact of fire.	
Grace Darling (Cycle B)	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
			During this topic children explore the changes in how people live to keep themselves safe at sea.			During this topic children explore the development of the RNLI.	
	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment

Darlington to Stockton Railway (Cycle B)						During this topic children look at the first train journey and the development of the railways.	
Year 5							
The Egyptians	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
			During this topic children explore the changing use of resources within the area.		During this topic children explore the empire and the army of the Egyptian period.	During this topic children learn how this period has influenced other cultures.	
The Mayans	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
			During this topic children learn about the influence the Mayan period has had on the world.		During this topic the children learn about the Mayan civilisation and how it was ruled.	During this topic children learn about the influence the Mayan period has had on the world.	
The Ancient Greeks	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
			During this topic children explore the Ancient Greek civilisation and religion and the impact this has had through history.		During this topic children explore the influence the Ancient Greeks have had on democracy.	During this topic children explore the Ancient Greek civilisation and the impact this has had through history.	
Year 6							

Maafa	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
	During this topic the children learn about the triangular slave trade.		During this topic children learn about the causes and consequences of the European colonisation of Africa.	During this topic children learn about key figures made movements to bring about the abolition of the slave trade.	During this topic children explore Britain and the Empire's role in the transatlantic slave trade.		During this topic the children explore the slave trade and the cultural impact this had on the modern world.
World War II	Exploration	Invasion	Cultural Change	Rebellion	Power and Empire	Technological Advancement	Crime and Punishment
		During this topic the children explore why invasions occurred.	During this topic children explore how the impact of war has changed the world we live in today.	During this topic children explore allies and enemies within the war.	During this topic children look at different leaders and what motivated them.	During this topic children explore technology and how this was used within the war.	During this topic children explore the hardship for many and the impact this has had.