Boroughbridge Primary Scho	ol Curriculum Statement for History
-----------------------------------	-------------------------------------

Boroughbr	idge Primary School Curriculum Statem	ent for History
Intent	Implementation	Impact
What will take place before teaching in the classroom? The school's senior leadership team will support	What will look like in the classroom? Our teaching sequence:	How will be the outcome? Monitoring including Pupil Voice will evidence:
the subject leader and class teachers to ensure: All colleagues understand and articulate the expectations of the curriculum Our History curriculum offers an appropriate progression of knowledge, skills and vocabulary is in place which supports pupils learning year on year in knowing more and remembering more as Historians. All pupils are supported to be the best Historians they can be, and challenge teachers to support struggling Historians and extend more competent ones. That resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. Every child has an understanding of the history of the UK and the wider world, from ancient civilisations, to events beyond 1066. Every child can put events in chronological order and understand the links between cause and effect in different historical event	 Big picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline. The children experience a 'launch' activity to engage and inspire. Throughout the topic they work towards a 'landing' which will give the topic context and purpose. Conduct Historical enquiry using a variety of sources and / or artefacts making use of local primary sources as much as possible. Interpret their findings. Communicate their historical knowledge and understanding appropriately. Evaluate their learning and compare with other historical periods studied as appropriate. Each lesson includes a review where we Revisit previous skills and learning including class timeline. Specifies key vocabulary to be used and its meaning. Pupils will have access to challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. Will provide opportunities for children to work as an individual or collaborate with others and support development of successful collaborative work. 	By the time they leave primary school, children will have knowledge about the history of Britain and the wider world and have a coherent understanding of historical concepts and historical enquiry. Children will be able to use history to understand the world and society today and make links to British values. A varied and engaging curriculum which develops a range of historical skills. Clear progression of skills in line with expectations set out in the progression grids. That pupils, over time, develop a range of skills and techniques across all of the areas of the historical curriculum. A progression of understanding, with appropriate vocabulary which supports and extends understanding. Confidence in discussing historical periods and the similarities and differences etc their own work and identifying their own strengths and areas for development. Displays will celebrate success and evidence progression of skills throughout school. Monitoring activities will ensure improvement in standards and high expectations.

	Boroughbridge Primary School and Nursery Knowledge Progression for History				
	EYFS				
	Nursery		F	Reception	
	Children at the expected level of development of *Talk about the lives of the people around them *Know some similarities and difference between *Understand the past through settings, characted EYFS sets the foundation for history throughout later, before, yesterday, today and tomorrow. The differences and understand the past through identified the changes since they were born and special event roles in society. Government The role of a king/queen in stories. Their title being a monarch. Examples of monarchs linked to anniversaries a events marked such as bonfire night. The UK still having a reigning monarch today an how they are similar/different to a monarch in the story.	n and en thin ters are the some the use eas ere ts in the thin the	their roles in society. gs in the past and now, drawing on their expe nd events encountered in books, read in class a school. Enabling the children to discuss the pas e of books and reading is key, enabling the chi ncountered in stories. Key topics in EYFS includ	riences and what is being read and story-telling. It using key vocabulary including ildren to learn about change ling 'All about me' enable the exposed to a variety of career. Cultural Looking at the local Church - What is it? Where is it? What is it used for? When was it built? Are there others? Festivals and celebrations	ing; now, then, soon, over time, similarities and e children to discuss
			Year 1	in their lives.	
	Chronological knowledge		Five finger facts	Vocabulary	Substantive Concepts
	How have pe	eople	like Florence Nightingale helped to make the	· · · · · · · · · · · · · · · · · · ·	
Year 1	Children should understand that this is beyond living memory. She was born in 1820 and died in 1910. The Crimean war started in 1853.	•	I know Florence Nightingale and Mary Seacole were nurses. I know she helped soldiers in the war. I know Florence Nightingale was known as the lady of the lamp. I know Florence Nightingale made hospitals cleaner and better. I know Florence Nightingale opened her own nursing school.	Florence Nightingale Nurse Soldier War Injured	Society The role both nurses held in that society.

		Why did the great fire of London start?		
Year 1	Children should understand that this is beyond living memory. 2 September 1666 - A fire broke out in a bakery on Pudding Lane in London a little after midnight, and eventually spread across most of the city. 6 September 1666 - The very last fire was extinguished early in the morning by a crew led by Samuel Pepys. 27 October 1666 - Robert Hubert was hanged at Tyburn for starting the fire – he confessed that he did this, but it later turned out that he was innocent and that the fire was an accident.	 The fire started in a Bakery in pudding lane. The fire spread quickly because the houses were made from straw and wood and were built so close together. A man called Thomas Farynor started the fire. The fire started on the 2nd September 1666 and lasted for five days. St Pauls Cathedral was burnt down. 	London Firefighter fire brigade escape Pudding Lane Samuel Pepys River Thames Stuarts leather buckets King Charles II fire chain drought bakery	Government The role of King Charles II in organising the response and rebuilding of London. He was the only one who had the authority to pull down streets and houses (not the mayor). Compare that with the role of Queen Elizabeth today. Society The varied impact the fire had on different groups. The wealthier residents lived in areas that were relatively unaffected by comparison. The ability to access a boat or cart to remove their goods from homes.
		What has changed since my Grandparents were y		
Year 1	Children should understand that these changes have happened within living memory. I know that my grandparents went to school about 60 years ago.	 I know that the toys my grandparents played with were different to my own. I can name some of the toys my grandparents played with. I can organise a number of artefacts by age. I know how television programmes have changed from when my grandparents were younger. I know the main differences between when my grandparents went to school and my school now. 	Blackboard, Chalk, Nit nurse, Inkwell, Pen and nib, Skipping, Marbles, Snakes and ladders, Ludo.	Trade The demographic changes to available goods.
	Year 2			

	Chronological knowledge	Five finger facts	Vocabulary	Substantive Concepts
Year 2	Children should understand that Rosa Parks was a significant individual within living memory. She refused to give up her seat in 1955 when the children's grandparents would have been alive. 1st December 1955: Rosa Parks refused to give up her set to a white man on a bus. 1964: Segregation ended in the USA. 1994: Apartheid in South Africa ended (after most of their Mums and Dads were born).	 I know that in the past, black people were treated differently. I know that Rosa Parks fought for black and white people to be treated the same. I know that Rosa Parks refused to give up her seat on the bus for a white person. I know that Rosa Park's actions brought about change in people's views. I know that history has changed since 1955 and that everyone should be treated equally. 	a better place? Rosa Parks Racism Equality Refuse Segregation	Society The Rosa Parks and Emily Davidson held in that society. The way in which they were treated because of societal beliefs. Cultural The way religion and the Church was part of this time period.
		Why was the first flight so important?		
Year 2	Children should understand that this is beyond living memory. December 17, 1903 – first flight 1910 – first female pilot to fly.	 In December 1903 the first flight was happened. It was a plane called a Wright Flyer and it lasted only 12 seconds. This flight happened in North Carolina. This changed the world through making powered flight possible. This flight began the process which allowed people to travel further and faster. 	Wright Flyer Aircraft	Trade Paved the way for modern transportation of goods. it Culture This was a big step in advancement for the world and changed the culture of travel massively in the long term. This also links to WWII and how planes were weaponised.
		How has transport changed over the years?		

Year 2	Children should understand that this is within living memory. 1886 – first car was invented. 1804 – the world's first steam-powered railway journey took place. 1903 – first air flight.	 I can name and describe different types of transport. I know that transport was different when my parents, grandparents and great-grandparents were little. I understand the importance of the invention of the wheel. I understand that cars, buses and trains have changed over time. I know that the car was invented over 100 years ago and looked very different. 	Car Train Bus Transport Wheel	Trade The change and advancement in transport changed trade within and across the world. Culture and Society The advancement of travel changed how people lived their lives including how far they travelled.
		Local History – Devils Arrows		
Year 2	Children should understand that this is beyond living memory. Children should begin to use the term prehistoric and understand this means before written records.	 I know that the Devil's arrows are four standing stones. I know that the Devil's arrows are prehistoric (very old). I know that some people used to think they were 5 stones. I know that story behind their name. I can describe what they mean. 	Devil's arrows Boroughbridge Prehistoric Standing stones	Cultural Looking at local history and what cultural meaning the stone had/have.

Year 3			
Chronological knowledge	Essential Knowledge	Vocabulary	Substantive Concepts
Who first lived in Briton?			

	Using the large class timeline, the children	I know that Stone Age period is said to have started	Stone, Bronze and Iron	Government
	should begin to link new and existing	around 3 million years ago when humans started to	Age,	Consider societal change
	knowledge and develop a chronological	live in Europe.	Archaeologists,	as an important change
	understanding.		Artefacts,	from Neolithic onwards.
		I know how Britain changed between the beginning of	Neolithic,	Iron age tribes and their
	3,000 BC - New Stone Age begins: farming	the stone age and the iron age.	BC,	monarch leaders.
	people arrive from Europe. First stone circles		Tribal,	
8	erected.	I know the main differences between the stone,	Hunter-gatherers,	Society
	2,100 BC Bronze Age begins	bronze and iron ages.	Shelter,	It is hard to define exactly
Year	2,000 BC Stonehenge completed		Civilization,	when society begins so it
>	750 BC Iron Age began. Iron replaces bronze	I know what is meant by 'hunter-gatherers'.	Settlement,	can vary depending on the
	as most useful metal.		Prey,	definition used.
		I know that the reconstruction of the 'Cheddar Gorge	Star Carr,	Lived in small groups as
		Man' suggests that he may have had black hair and	Bronze/Iron Roundhouse.	nomadic hunter-
		skin and blue eyes.		gatherers.
				Settlement and
				agriculture meant
				societies increased in
				society and complexity.
	Overview of all and	cient civilisations and a focus on – How can we recreate th	ne wonder of Ancient Egypt?	

Overview of all ancient civilisations and a focus on – How can we recreate the wonder of Ancient Egypt?

Year 3	Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding. 3100BC – People began to settle in the area of Ancient Egypt. 2700BC – The first pyramid structure of 'Saqqara' was built for Pharoah Djoser. 2250BC – The Great Pyramid of Giza was built. 332BC – Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death.	 I know what the Ancient Egyptians believed and how we know that. I can describe how beliefs in Ancient Egypt were different from today. I know how religion affected life in Ancient Egypt. I know how civilisation adapted to the needs of Egyptian life. I know that the Egyptians were the first civilization to invent writing. I know that Tutankhamen was known as the boy king, and was famous because his tomb was found in 1922. I know that Cleopatra was the last pharaoh of Egypt before the Romans took over. 	Pharaoh, Scarab, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Rosetta Stone, Archaeologist, Pyramid, Scribe, Papyrus, Scarab.	Government All the ancient civilisations had a monarchy government structure. The role of Pharaoh in society and religious aspects. Link between the monarch and the gods. Bureaucracy to support the administration of a complex society (harvest, taxation, etc). Society Hierarchical structure headed by the monarch (Pharaoh). Educated groups such as the priest and scribal class held power. Majority of society illiterate. Slave and labourers at the bottom of the hierarchy. Cultural Devoutly religious.	
		Year 4			
	Chronological knowledge	Essential Knowledge Thy were the Romans so powerful and what did we learn	Vocabulary	Substantive Concepts	
	why were the Komans so powerful and what did we learn from them:				

	Using the large class timeline, the children	I know how the lives of wealthy people were different	Empire,	Government
	should begin to link new and existing	from the lives of poorer people during this time.	Aqueduct,	The republic becoming an
	knowledge and develop a chronological		Centurion,	empire.
	understanding.	I know how Britain changed from the iron age to the	Emperor,	The role of the senate.
		end of the Roman occupation.	Boudicca,	The emperor as a
	43 AD - Romans invade and Britain becomes		Chariot,	monarch.
	part of the Roman Empire	I know how the Roman occupation of Britain helped	Invasion,	Administration by
	61 AD - Boudicca leads the Iceni in revolt	to advance British society.	Occupation,	governors across empire.
	against the Romans		Society,	
	70 AD - Romans conquer Wales and the North	I know how there was resistance to the Roman	Wealthy,	Society
	122 – 128 AD - Emperor Hadrian builds a wall	occupation and know about Boudicca.	Poor,	Hierarchical structure
r 4	on the Scottish Border		Iron Age.	headed by the monarch
	140 AD - Romans conquer Scotland	I know about at least one famous Roman emperor.		(Emperor).
Year	401 – 410 AD - The Romans withdraw from			Being a citizen brought
	Britain: Anglo Saxons migrants begin to Settle	I know that Roman Britain was diverse including that		advantages and rights.
		Emperor Severus from Libya died in York and the first		Majority of society
		recorded African community in Britain was a fort in		illiterate.
		Burgh by Sands.		Diverse society with
				migration within and
		I can consider the evidence that Professor Mary Beard		across the empire.
		shared about the following video.		·
		https://www.youtube.com/watch?v=nN x9o8MV1o		Cultural
				Devoutly religious.
				, 0
	lo	cal history study – Why was Aldhorough, so important to t	the Pemans?	

Local history study – Why was Aldborough so important to the Romans?

Year 4	Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding. AD 70 - Yorkshire and the north of England was conquered by the Romans. AD 71 - York became a key strategic base for the Romans as a legendary fortress. AD 78 - The Romans began to use their main road into Scotland now known as Dere Street. AD 120 – AD 400 - Isurium Brigantum (Aldborough Roman town) became the civilian 'capital' of an extensive region of north Britain. AD 800 – 1000 - During the Anglo-Saxon period Isurium Brigantum was a burgh (an Anglo-Saxon town) and gained the name Aldborough from 'old borough'.	 I know that the Roman name for Aldborough was Isurium Brigantum. I know that Aldborough was strategically founded on the Roman road network and the highest navigable point on the river Ure, the town was a vital point of communication, administration and trade the Roman north. I know that Dere Street linked Eboracum to the Roman site of Aldborough. I know that during the Anglo-Saxon period Isurium Brigantum was a burgh (an Anglo-Saxon town) and gained the name Aldborough from 'old borough'. I know how the Roman presence in Aldborough impacted the local area and can give 3 examples. I know about the Ivory Bangle Lady and her high status in Roman York. (https://www.yorkshiremuseum.org.uk/collections/collections-highlights/ivory-bangle-lady/) 	Archaeologist, Roman, Aldborough, Isurium Brigantum, Sources, Chronological, Strategic, Trade, Communication, River Ure, Hadrian's Wall, Eboracum, Settlement, Administration.	Trade Aldborough was a strategic place for trade. Government/Cultural/Soci ety As in Roman topic but linked closely to locality.
		Year 5		
	Chronological knowledge	Five finger facts	Vocabulary	Substantive Concepts
		Who were the Anglo-Saxons and the Scots?		

Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding.

350 AD Anglo-Saxons raid English settlements and are beaten back by the Romans

410 AD Romans Leave England and English shores are unprotected

449 – 550 AD Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.

556 AD Seven kingdoms are created across Britain

597 AD St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury.

The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes. The Jutes came from Jutland, the Angles from South of Denmark and the Saxons from Germany.

They came to Britain from across the North Sea in the middle of the 5th Century.

For a long time, England was not one country. Anglo-Saxon kings ruled seven kingdoms across the land. Boroughbridge would have been in the kingdom called Northumbria.

The Scots invaded from Northern Ireland to the north of Britain which is now known as Scotland.

The Picts and Scots were strong fighter and a threat to Britain, especially without Roman support.

The Anglo-Saxon period ended when the Normans conquered Britain in 1066. This was following the death of Anglo-Saxon king Edward the Confessor who had no heir.

I know that St Hadrian of Canterbury was a key figure in the development of the Anglo-Saxon Church.

(https://www.english-heritage.org.uk/visit/places/st-augustines-abbey/history-and-stories/st-hadrian-of-canterbury/)

Local Links:

The oldest parts of the Church of England parish church of All Saints, Kirby-on-the-Moor are **Anglo-Saxon** and were built in the 10th-century.

St Andrew's Church is built on the site of an Anglo-Saxon Church that was destroyed by Scottish Raiders.

Anglo-Saxons The Scots Jutes Angles Saxons Northumberland Normans Conquered Christianity Pagan Sutton Hoo Mercia East Anglia Kent Essex Sussex Wessex

Cultural
Religion at the heart of
life.

Society
Hierarchical structure
headed by the monarch
(kings).
Educated groups such as
the priest and nobles class
held power. Majority of
society illiterate.

Government
The lack of a unified
country (smaller
kingdoms).
The chief king
(Bretwalda).
Varying degrees of power.
The role of the church as
an institution in society
and politics.

	Were the Vikings always vicious and victorious?					
	Using the large class timeline, the children	Sailors – The Vikings were sailors they came from	Archaeologist	Trade		
	should be able to link new and existing	Norway, Denmark and Sweden which are known as	Raids	The Vikings had trade		
	knowledge and have an increasingly secure	Scandinavia.	Vicious	routes across the world.		
	chronological understanding.		Longhouse			
		Raiders – They invaded Britain on June 793 AD, they	Longship	Government		
	789 AD: The first recorded Viking raid	plundered the monastery at Lindisfarne and	Odin	The role of the Witan in		
	happened.	massacred all the monks.	Scandinavia	selecting the next king.		
	793 AD: The Vikings attach the Lindisfarne		Danelaw	Partitioning England into		
	Monastery.	Traders – The Vikings set up trade routes across the	Jorvik	Wessex and Danelaw.		
	867 AD: A Viking army kills both	world. If a settlement was strong they would make a	Sailors	Alfred's dream to unite		
	Northumbrian kings and take the city of Jorvik.	trade.	Raiders	England Athelstan, first		
	869 AD – 1013 AD: There are a series of Viking		Traders	King of England		
	and Anglo-Saxon conflicts.	Settlers – Many of the Vikings came over to England	Settlers	The challenges of		
	1042 AD: Edward the Confessor becomes King	and settled there. This land became known as	Farmers	succession (1066)		
ь	of England.	Danelaw.	Craftsmen			
Year 5	1066 AD: Edward the confessor dies.		Plunder	Society		
\ \		Farmers - Not all Vikings were warriors. Many came in		Hierarchical structure		
		peace and become farmers.		headed by the monarch (kings).		
		Craftsmen – Vikings were fantastic craftsmen. They		Educated groups such as		
		were blacksmiths, carpenters and leatherworkers.		the priest and nobles class		
		were blacksmiths, carpenters and leatherworkers.		held power.		
				Majority of society		
				illiterate.		
				Two groups interacted for		
				various reasons. Both		
				groups lived in the other's		
				kingdoms.		
				Cultural		
				Religion at the heart of		
				life.		
		Crime and Punishment — a study of change from 1066 to	present			

Crimes are actions which are an offense and

Crime Punishment

Society Looking at the changes in how society perceived crime and how this impacted on the punishments.

Cultural Considering the impact of religion and culture on what is viewed as a crime and the punishments.

Government Considering what influence the monarch/government had on the crime and punishment during their reign/time period.

	Chronological knowledge	Enquiry questions	Vocabulary	Substantive Concepts
		Why were the Ancient Greeks ruled by their gods	?	
Year 6	Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding. 776 BC - The first Olympic games were held in Olympia. 31 BC - The Romans took control of the Ptolemaic Kingdom in the Battle of Actuim, which Alexander the Great had set up in 322 BC it marked the end of what had been a large Greek society, and it also marked the beginning of the Roman Empire. 700-480BC - Ancient Greek Empire.	 I know who the Ancient Greeks were. I explain what artefacts and archaeological sites tell us about what life was like in Ancient Greece. I can give examples of how the Ancient Greeks have impacted my life today. I can explain how the Ancient Greeks governed and discuss any similarities and differences with how we are governed today. I can describe how the Olympic Games changed since they were first held in Ancient Greece. I know more than five sports from the Ancient Greek Olympics I can explain which is the most important legacy of the Ancient Greeks. I can describe the influence the gods had on Ancient Greece 	Democracy, Acropolis, Philosophy, Athenians, Spartans, Democracy, Olympics, Plague, Truce, Zeus, Apollo, Sacred truce, Temple, Olympics, Citizen.	Government Independent city-states that all governed themselves. Different systems of government in each state (oligarchy, monarchy, democracy). How each state made decisions and contrasts between them. Society Varied by city-state. Women held wealth and property rights in Sparta but not in Athens. Considerable numbers of slaves. Majority of society illiterate. Cultural Devoutly religious. The importance of the gods. The starting of the Olympic games. Trade It was a key part of Greek culture including; pottery, wine, olives (exports).
		What was the Ancient Mayan Civilisation like?		

Year 6	 c. 2000 BC The Maya civilisation comes into being in Central America. AD 1500s (16th century) The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest. 	for their time. The Maya people mainly ate maize (corn). Maize was very important to them as they believed that the first humans were made from maize dough by the gods. The Maya writing system was used to write several different Maya languages.	Mesoamerica Degograms Dego
--------	--	--	--

	Boroughbridge Primary School and Nursery Learning Skills Progression for History								
	EYFS								
	Nurs	ery			Reception				
Children at the expected l	evel of development	will:	·						
*Talk about the lives of th	e people around the	m and their roles in	society.						
*Know some similarities a	nd difference betwe	en things in the past	and now, drawing on the	eir experiences and what	is being read in class.				
*Understand the past thro	ough settings, charac	cters and events enco	ountered in books, read in	n class and story-telling.					
EYFS sets the foundation f	or history throughou	ıt the school. Enablin	g the children to discuss	the past using key vocab	ulary including; now, then,	soon, later, before,			
yesterday, today and tome	orrow. The use of bo	oks and reading is ke	ey, enabling the children t	to learn about change ov	er time, similarities and dif	ferences and			
understand the past throu	igh ideas encountere	ed in stories. Key topi	ics in EYFS including 'All a	bout me' enable the chil	dren to discuss changes sin	ice they were born and			
special events in their lives. Throughout topics the children are exposed to a variety of careers and learn about these roles in society.									
EYFS KS1 Lower KS2 Upper KS2									
	Year One	Year Two	Year 3	Year 4	Year 5	Year 6			

			Chronolog	gical understanding – Con	structing the past		
History Programme of Study Statement	EYFS Statutory Framework and Development matters Talk about the lives of people around them and their roles in society. Understand the past through settings, characters and events encountered in in books read in class and storytelling.	Study knowledge of information and characters of historical	aracteristic al periods.	Develop knowledge and British, local and world he Establish clear narratives the periods they study. Understand overview ar	nistory. s within and across nd depth.	Establish clear narratives periods they study. Note connections, contratime. Combine overview and depupils understand both the development and the conaspects of the content.	sts and trends over epth studies to help ne long arc of mplexity of specific
Boroughbridge Progression Statement	Talk about past & present events in their own lives & in the lives of family members. Use past, present & future forms accurately when talking about events that have happened or are to happen in the future. Understand the past through talking about settings, characters and events from in books read in class and storytelling.	In discussion I can identify relevant features of particular historical themes, events and people from family, local, national and global history. I can demonstrate some understanding of the characteristics of the period studied.	I can confidently identify relevant features of particular historical themes, events and people from family, local, national and global history. I can demonstrate understanding of the characteristics of the period studied.	I can describe details about events and people from within and across several themes, societies, events and significant people covered in local, national and global history. I can describe events and periods using the words; BC, AD, decade and century.	I can describe a range of details about events and people from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, I will begin to make connections between societies studied, with some development of reasoning.	I can use knowledge gained to demonstrate an understanding of aspects of different themes, individuals, societies and events studied. I will make some reference to and identify connections between societies studied.	I can use knowledge gained to give an overview of the most significant details of different themes, individuals, societies and events studied including grouping them into themes. I will make some reference to and identify connections between societies studied and group these into themes such as social, cultural.
			Chronolo	gical understanding - Seq	uencing the past		

EYFS Statutory		Develop chronologically secure knowledge and understanding of British, local and world history.
Framework and		
Development matters		
None		
	Manus whom a popular and avenue fit	
	Know where people and events fit	
	within a chronological framework.	
t		
ы Ш		
e l		
χ <u> </u>		
δ		
10		
e l		
Ĕ		
p0		
History Programme of Study Statement		
>		
, to		
S		

Boroughbridge Progression Statement	EYFS use a timeline for the year which is added to as they go. This is referred to for discussion.	I can use a simple timeline to order simple events/objects/i mages or information. I know that some objects belonged to the past and can arrange some artefacts in order of age. I can explain how I have changed since I was born. I can use words and phrases like: old/ new, now/then, before/after and a long time ago.	I can independently sequence on a timeline with some confidence, a number of events/objects/i mages or information. I can begin to give reasons for their order. I can use words and phrases like: 'before', 'after', 'past', 'present', 'then' and 'now' accurately and demonstrate some understanding of the words used. I can use phrases like before I was born and when I was younger in discussion.	I can use a timeline within a specific time in history to sequence events, objects, themes, societies and people studied. This will include some dates, labels and key terminology linking to the time period studied. I can they use my mathematical knowledge to work out how long-ago events would have happened. I can provide valid reasons why I have sequence or sorted information in this way.	I can accurately use a timeline within a specific time in history to confidently sequence and plot; events, objects, themes, societies and people within and across topics studied. This will include confidently using key dates and terminology linking to the time periods studied. I can use my mathematical skills to round up time differences into centuries and decades I can provide detailed valid reasons why I have sequence or sorted information in this way.	I can plot and sequence with some independence and increasing accuracy many of the significant events, objects, themes, societies and people within and across topics studied onto an annotated timeline. This will include using appropriate dates, period labels, language and terms. I can make some links between this sequence to the events and people within other time periods studied. I can use my mathematical skills to work out exact time scales and differences as need be.	I can sequence with independence many of the significant events, objects, themes, societies and people within and across UKS2 topics studied onto an annotated timeline. This will include using appropriate dates, period labels and terms. I can accurately make links between this sequence to the events and people within other time periods studied. I can say where a period of history fits on a timeline. I can place a specific event on a timeline by decade.
History	EYFS Statutory Framework and Development matters	Identify similarities between ways of lif periods/times.	and differences	•	orically valid questions a	bout change, similarity and	difference.

	 T		
Compare and contrast			
characters from stories,			
including figures from			
the past.			
Know some similarities			
and differences			
between things in the			
past and now, drawing			
on what has been read			
in class.			
Understand the past			
through settings,			
characters and events			
encountered in in books			
read in class and			
storytelling.			

	Tall, about past 0	Lagaridansifu s	Lagra da agrila a	Lasa basin ta	I san sanarata	Lagratinal and an all and by the state	Lagramanica contrat
	Talk about past & present events in their	I can identify a few similarities,	I can describe independently	I can begin to generate historically	I can generate historically valid	I can independently and confidently provide a	I can make valid statements to
	own lives & in the lives	differences and	and accurately	valid questions about	questions about	comprehensive list of	compare similarities,
	of family members.	changes between	similarities,	change, similarity and	change, similarity	the changes within the	differences, changes
	or failing members.	past and present.	differences and	difference.	and difference.	period studied.	and continuity within
	Use past, present &	past and present.	changes both	I can make valid	I can research and	I can research and make	and across periods of
	future forms accurately		within and across	statements about the	make valid	valid statements to	time studied.
	when talking about		time periods and	main similarities,	statements to	identify and explain	Including the
	events that have		· ·	differences and	identify and explain	things which have	-
	happened or are to		topics studied e.g. comparing past	changes occurring	significant changes	changed and things	significance, progress or nature of the
			and present.	within time periods to	and developments	which have stayed the	
	happen in the future.		I can begin to	answer questions.	within and across	same within and across	change. I can confidently
	Know some similarities		demonstrate	I can identify	topics studied. This	topics studied. This will	identify a range of
	and differences		some	connections between	may include some	include some ideas	connections between
	between things in the		understanding of	changes, and begin to	ideas about which	about which aspects did	various changes.
Ħ	past and now in their		which are the	identify types of	aspects did not	not change much within	I can independently
Progression Statement	own life and in stories.		most important	change.	change much within	a time period and why.	begin to understand
ate	own me and m stories.		differences and	I can demonstrate	a time period and	I can identify a range of	valid reasons why
ξξ	To compare and		why.	some awareness of	why.	connections between	some changes and
ion	contrast characters		vviiy.	the significance of	I can identify	changes.	developments were
ess	from stories, including			change and its impact.	connections	I can independently	extraordinary and
Jac	figures from the past.			I can through	between changes.	generate valid reasons	some were common.
	rigares from the past.			research, identify	I can demonstrate an	why some changes and	Some were common.
ge				similarities and	awareness of the	developments are more	
bric				differences between	why some changes	significant than others	
Boroughbridge				given periods in	are more significant	within a particular topic.	
100				history.	than others including	Within a particular topici	
Bo				Thistory.	why.		
				Cause and Effect			
	EYFS Statutory			Address and devise histo	orically valid questions a	bout cause.	
4_	Framework and				,		
e of	Development matters						
nme	·	Choose and use par					
ogramı		other sources to sh	•				
Programi	None	· ·	y features of events				
y Pro		related to their cau	se and effect.				
History							
His							
L		<u> </u>					

Boroughbridge Progression Statement	Investigate in areas of provision different causes and effects. e.g. with sand and water or planting seeds.	I can identify one cause for and effect of an event within topics studied.	I can identify multiple causes and effects of events within topics studied. I demonstrate some understanding that certain causes and/or effects are of increased importance.	I can describe some valid causes for, and effects of, some of the key events within topics studied. I demonstrate an understanding that certain causes and/or effects are of increased importance. I can devise some questions about cause.	I can independently and confidently discuss the importance of causes for, and effects of, some of the key events within topics studied. I understand that one event can have both positive and negative effects. I can devise historically valid questions about cause.	I can independently and confidently explain the role of different causes for, and effects of, the key events within topics studied. I can make connections between causes for, and effects of, key events comparing topics studied. I can order causes and effects by their importance giving valid reasons for my decisions.	I can independently and confidently generate a detailed list of valid causes for, and effects of, key events within topics studied. I can make valid connections between causes for key events comparing these with events occurring in other periods or topics studied and consider how the effects of these could be similar. I can demonstrate some understanding of causes as long or short-term and how these may have immediate or future effects.
				Significance and Interpre	etations		
History Programme	EYFS Statutory Framework and Development matters Begin to make sense of their own life story.	Understand some of they can find out all identify different we represented.	•	Address and devise histo Understand how and wi		about significance. ons of the past have been c	onstructed.

To begin to make sense of their own life-story and family's history.	I can demonstrate an understanding of the word 'significance'. I can through discussion give examples of someone or something significance with a reason. I can begin to make some connections between significant events or people. I can give so valid reason one aspect person's life event is of particular importance making ther significant.	significant information in a historical account linking to a topic studied. I can justify my choices with a valid reason. I can identify a range of ways in which two versions of the same event maybe similar or different and begin to discuss reasons why these may differ. I can justify my choices with a valid reason. I can identify a range of ways in which two versions of the same event maybe similar or different and begin to discuss reasons why these may differ.	I can confidently identify the most significant information in a historical account linking to a topic studied. I can justify my choices with a number of valid reasons including; why others may be less significant. I can begin to demonstrate some understanding that some things have a short-term significance while others have a long-term significance. I can identify a range of ways in which two or more versions of the same event maybe similar or different and to discuss a range of reasons why these may differ.	I can confidently identify the most significant information in a historical account linking to a topic studied. I can justify my choices with a number of valid reasons including; why others may be less significant. I can demonstrate understanding that some things have a short-term significance while others have a long-term significance. I can confidently identify a range of ways in which multiple versions of the same event or person may differ. I can also demonstrate understanding of why there may also be similarities within the versions. I can explain a range of valid reasons why these may differ.	I can confidently explain why certain aspects of a topic studied, were of significance. I can order information by its significance and justify my choices with a number of valid reasons including; why some aspects can be considered no longer relevant or have lasting effects. I can confidently and independently identify the different versions of the same event or person and provide a range of valid reasons why these may differ in a range of topics. I can demonstrate understanding of why there may also be similarities within the versions.
--	---	---	--	--	--

	EYFS Statutory	Ask and answer questions, choose and	Construct informed responses that involve thoughtful selection and organisation.
	Framework and	use parts of stories and other sources	Develop appropriate use of historical terms.
		•	Develop appropriate use of historical terms.
	Development matters	to show that they know and	
	Begin to make sense of	understand key features of events,	
	their own life story.	use a wide vocabulary of everyday	
	chen duri me sesi yi	historical terms.	
	Comment on images of		
	familiar situations in the		
	past.		
	past.		
	Compare and contrast		
	characters from stories,		
	including figures from		
	the past.		
	the past.		
	Talk about the lives of		
	people around them		
	and their roles in		
	society.		
	Society.		
	Know some similarities		
ent	and differences		
em	between things in the		
tat	past and now, drawing		
of Study Statement	on what has been read		
t fd			
of S	in class.		
	Understand the past		
l mr	through settings,		
History Programme	characters and events		
rog	encountered in in books		
<u>P</u>	read in class and		
tor	storytelling.		
His	Storytening.		

	To answer questions	I can ask and	I can ask and	I can ask and answer a	I can independently	I can independently and	I can independently
	about the past &	answer questions	answer a range of	range of historically	ask and answer a	confidently devise a	produce a detailed
	present events in their	about old and	questions	valid questions	range of historically	range of historically	response to a range of
	own lives & in the lives	new objects and	independently.	independently linking	valid questions	valid questions linking	historical enquiries.
	of family members.	what they were	I can research the	to different types of	linking to significant	to significant historical	I can use a broad
		used for.	past using the	enquiry.	historical enquiry.	enquiries.	range of appropriate
	To ask questions about	I can use some	Internet and	I can use various	I can use a range of	I can consider and	evidence from a wide
	the past through	appropriate	other sources to	sources to piece	varied and relevant	investigate a hypothesis	range of varied
	storytelling.	historical	find out	together information	sources of evidence	to answer a question.	sources studied within
		vocabulary.	information.	about a specific period	to support	I can begin to think	sessions to present an
			I can use	or event in history	responses.	critically about my	argument to
			appropriate	I can use a range of	I can clearly	historical enquiries and	communicate
			historical	appropriate historical	structure my	consider ways in which	knowledge and
			vocabulary.	vocabulary and	response to	they could be improved.	understanding to
				terminology.	communicate	I can clearly structure	demonstrate
					knowledge and	my response for	contrasting
					understanding to	presenting an argument	viewpoints to answer
					demonstrate	to communicate	a question and use my
					contrasting	knowledge and	evidence to reach a
					viewpoints both	understanding to	valid conclusion to a
					orally and in writing.	demonstrate	historical enquiry with
					I can use a broad	contrasting viewpoints	clear links to the
					range of appropriate	both orally and in	arguments and
					historical vocabulary	writing.	evidence discussed.
ien					and terminology.	I can use my evidence	I can think critically
em					I can work with	to reach a valid	about my historical
tat					increasing	conclusion to a	enquiries and
٥					independence and	historical enquiry.	consider ways in
ssio					confidence.	I can use a broad range	which they could be
gre.						of appropriate historical	improved.
,rog						vocabulary and	I can confidently use a
e P						terminology	broad range of
.jdg						throughout.	appropriate historical
hbr						I can work	vocabulary and
ng						independently and	terminology
Boroughbridge Progression Statement						confidently.	throughout.
<u> </u>							
			Histor	rical Enquiry – using sourc	es as evidence		

	EVEC Chatutory	Understand some of the ways in which	Understand how our knowledge of the past is constructed from a range of sources
	EYFS Statutory	Understand some of the ways in which	Understand how our knowledge of the past is constructed from a range of sources.
	Framework and	they find out about the past and	
	Development matters	identify different ways in which it is	
		represented.	
		'	
	Begin to make sense of		
	their own life story.		
ly Statement	Comment on images of		
	familiar situations in the		
	past.		
	Talk about the lives of		
	people around them		
	and their roles in		
Study	society.		
of S	Understand the past		
	through settings,		
History Programme	characters and events		
	encountered in in books		
	read in class and		
	storytelling.		
list			

	To use objects, pictures	I can identify the	I can confidently	I understand that	I understand that a	I can appreciate the	I can look at two
	and stories to talk about	different ways in	answer questions	information from	range of sources	significance of	different versions and
	past & present events in	which the past is	by using	sources can be used to	can possibly be	historical artefacts in	discuss how the author
	their own lives, in the	represented.	information from	answer a range of	used to answer a	helping us to	may be attempting to
	lives of family members	I can identify old	several source	historically valid	range of	understand more	persuade or give a
	and from storytelling.	and new things in	types including	enquiries.	historically valid	about British lives in	specific viewpoint.
		a	written, visual,	I can use various	enquiries.	the present and past.	I can describe a key
	To comment on images	picture/photogra	oral sources and	sources of evidence to	I can use a range of	I can use a broad range	event from Britain's
	of familiar situations in	ph/storybook etc	artefacts.	write detailed	sources to answer	of varied and relevant	past using a range of
	the past.	I can answer	I can demonstrate	responses about	historical enquires.	sources of evidence to	evidence from different
		questions using a	an understanding	historical information.	I demonstrate an	answer questions and	sources.
		artefact/photogra	that some	I demonstrate an	awareness that	support my arguments.	I can confidently use
		ph/story	sources are more	awareness that some	some sources are	I use my awareness	my awareness of the
		provided.	useful than	sources are more	more reliable and	that some sources are	value of a range of
		I can give a	others in	reliable and useful than	useful than others	more reliable and	sources including my
		plausible	providing	others in answering	in answering	useful than others to	understanding that
		explanation	information to	questions.	questions by	decide which I will use	some sources are more
Statement		about what an	answer a		discussing their	to carry out an enquiry.	reliable and useful than
em		object was used	historical		importance.	I can justify my choice	others to decide which
tat		for in the past	question.			with reference to use	I will use to carry out an
		using information				and reliability.	enquiry.
Progression		from at least one					I can confidently justify
res		story and another					my choice with
l og		type of source.					reference to use and
							reliability as well as
Boroughbridge							considering the
Jbri							purpose, audience, and
gn							accuracy of how the
oro							source was created.
Ã							

Vocabulary

Today tamarray	Old/nour	Coguenae/anden	DD/AD decade	DD/AD docade	DC/AD decade	DC/AD decade
Today, tomorrow,	Old/new,	Sequence/order,	BD/AD, decade,	BD/AD, decade,	BC/AD, decade,	BC/AD, decade,
yesterday, old/new,	now/then,	timeline, event,	century, timeline,	century, timeline,	century, timeline,	century, chronological
next, before you were	before/after, a	object, because,	chronological order,	chronological	chronological order,	order, sequence,
born/when you were a	long time ago,	before, after,	sequence, change,	order, sequence,	sequence, events,	significance,
baby, same/different,	same/different,	past, present,	similar/different,	events, local,	themes, societies,	importance, themes,
story/book.	because,	then and now,	connects, changes,	national, global,	connections, plot,	events, societies,
	significance,	before I was born,	significance, impact,	societies, themes,	significance,	connections, social,
	picture/photogra	when I was	causes, effects,	because, change,	importance, scale,	cultural, annotated
	ph, story, object,	younger, similar,	importance, because,	similarities,	similarities/differences,	timeline, period,
	timeline, order.	different, change,	sources, artefacts,	differences,	changes, connections,	century, decade,
		important,	research,	connections,	causes for, effects of,	similarities/differences,
		significant,	reliable/useful.	significance,	short-term, long-term,	change/continuity,
		research,		importance,	versions of events,	extraordinary/common
		artefacts, images,		causes, effects,	conclusion, enquiry,	, valid causes for,
		useful.		positive and	artefacts,	effects of, periods,
		aseran		negative impacts,	written/visual/oral	short-term, long-term,
				short-term, long-	sources, artefacts,	immediate/future
				term, sources –	reliable/useful.	effects, relevant,
					Tellable/userul.	
				oral/visual/written,		different version,
				artefacts,		enquiry, evidence,
				reliable/useful.		viewpoint,
						oral/visual/written
						sources, artefacts,
						reliable/useful,
						purpose, audience,
						accuracy.