History

Quote: "*The more you know about the past, the better prepared you are for the future.*" **– Theodore Roosevelt**

Intent: At Cannington Primary School, we believe that understanding the past helps children make sense of the present and prepare for the future. Rooted in our Christian values and village community, our history curriculum inspires curiosity about the people, events and achievements that have shaped Britain and the wider world.

From exploring their own lives and local history in the early years to studying ancient civilisations and significant periods of change, children develop a secure understanding of chronology and how societies have evolved over time. Through enquiry, discussion and the use of historical sources, artefacts, trips and visitors, they learn to question, investigate and think critically about the past.

We want every child to leave Cannington with a respect for their shared heritage, an appreciation of diverse cultures and experiences, and the confidence to use historical knowledge to understand the world around them.

Curriculum Overview						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Ash		War and Remembrance Day Carnival	Local heroes Significant people from the past Global leaders Family trees Castles and buildings Old and familiar tales		Changes over time Space adventures	King's Birthday
Oak	How has transport changed over time?		Why did astronauts risk their lives to go to the Moon?		How did Brunel get us moving?	
Pine	How do we know people in the past flew?		What was life in Bridgwater like for children in Victorian times?		Why is Mary Anning significant to us?	
Hazel, Beech & Willow Cycle A	How did the Stone Age people leave their mark on the world? (locality)		What did the ancient Egyptian civilisation achieve?		Why was it necessary for children to be evacuated to Somerset during WW2?	

Hazel, Beech & Willow Cycle B	What influence and achievements of Ancient Greece are still present today?		Why did the Romans invade Britain?		How has Crime and Punishment in Britain changed over time?	
Hazel, Beech & Willow Cycle C	What changes happened in Britain when the Romans left and the Anglo Saxons arrived?		How did the Viking invasion allow William the Conqueror to invade Britain?		Were the Maya more civilized than the Anglo-Saxons?	
Hazel, Beech & Willow Cycle D	Bronze to Iron Age: what's changed?		What did the Romans do for us?		How did the development of railways change people's lives in Britain?	

Cycles Explained

Children in Years 3, 4, 5 and 6 follow a four-year rolling programme. This approach ensures that all required knowledge and content from the National Curriculum is taught and revisited, enabling every pupil to experience the full curriculum by the end of Key Stage 2.

While the curriculum content is organised within the rolling programme, skills and learning objectives are carefully planned and delivered according to each year group's expectations. This ensures that lessons provide appropriate challenge and progression, meeting the needs of all learners and supporting children in developing age-related knowledge, understanding and skills.

History Skills Progression Grid

Skill Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Place people and events in order. Use words such as before, after, old and new. Use simple timelines.	Sequence events beyond living memory. Place significant people and events on timelines.	Place periods studied on a timeline. Sequence events and artefacts using dates.	Compare periods studied and understand where they fit within history. Use BC/BCE and AD.	Place studies accurately within wider British and world history. Understand links between periods.	Understand chronology across periods. Explain duration, continuity, change and overlap between eras.
Historical Knowledge & Understanding	Recognise differences between life today and in the past. Recall simple facts.	Describe significant people, events and places. Understand why some people are remembered.	Understand beliefs, behaviour and achievements of people in the past. Know key events and dates.	Compare civilisations and societies. Explain how people lived and why events mattered.	Examine causes and consequences of major events. Compare societies across time.	Explain significance, legacy and impact of events, individuals and civilisations.
Historical Enquiry	Ask and answer simple questions about the past.	Ask questions about people and events using sources.	Use sources to answer historical questions. Select relevant information.	Ask increasingly detailed questions and carry out simple research.	Develop lines of enquiry and use evidence to support ideas.	Ask complex questions and justify conclusions using evidence.
Using Sources & Evidence	Observe photographs, objects and stories. Identify simple evidence.	Use pictures, artefacts and written accounts to find information.	Use artefacts, pictures and texts to build understanding of a period.	Distinguish between different source types and	Identify primary and secondary sources and explain what they reveal.	Evaluate reliability, usefulness and limitations of sources.

Skill Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				evaluate usefulness.		
Interpretation of History	Understand that we learn about the past from stories and objects.	Begin to recognise that people can remember events differently.	Identify different representations of the past.	Explain why historians may have different views.	Compare interpretations and identify reasons for differences.	Evaluate interpretations and use evidence to support judgements.
Cause and Consequence	Begin to explain simple reasons why things happened.	Identify why events or achievements were important.	Explain causes and effects of events studied.	Describe how events affected people and societies.	Analyse short and long-term consequences.	Explain multiple causes and consequences and make links between events.
Similarity, Difference & Change	Identify similarities and differences between past and present.	Compare ways of life from different times.	Compare civilisations, beliefs and lifestyles.	Explain changes within and across historical periods.	Identify continuity and change over time.	Analyse patterns of change and explain why they happened.
Research Skills	Find answers from stories and simple sources.	Gather information from books, photographs and digital media.	Use books and teacher-selected websites for research.	Select relevant information from a range of sources.	Research independently using multiple sources.	Evaluate information gathered from a range of historical sources.
Historical Vocabulary	Use simple historical terms such as past, present, old and new.	Use subject vocabulary linked to topics studied.	Use period-specific vocabulary accurately.	Use historical terminology such as civilisation, empire, invasion and settlement.	Use specialised vocabulary confidently in discussion and writing.	Apply precise historical language when explaining and evaluating.

Skill Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communication	Talk, draw and write about what they have learned.	Present learning through stories, recounts and simple explanations.	Communicate understanding through discussion and writing.	Present findings using historical evidence and vocabulary.	Construct explanations and arguments supported by evidence.	Communicate balanced, evidence-based conclusions in a range of formats.

National Curriculum History Expectations Progression

Strand	KS1 (Years 1-2)	KS2 (Years 3-6)
Chronological Understanding	Develop awareness of the past using common words and phrases relating to time. Sequence events and objects. Understand differences between past and present.	Develop a chronologically secure knowledge of British, local and world history. Establish clear narratives within and across periods studied. Use BC/BCE, AD and century accurately.
Historical Knowledge	Learn about changes within living memory, events beyond living memory, significant individuals and local historical events, people and places.	Study British history chronologically, including the Stone Age to Iron Age, Romans, Anglo-Saxons, Vikings and a local history study. Study ancient civilisations, Ancient Greece and a non-European society.
Historical Enquiry	Ask and answer questions using sources such as artefacts, pictures, stories and photographs.	Ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
Using Sources	Understand some ways we find out about the past and identify different ways it is represented.	Understand how knowledge of the past is constructed from a range of sources. Use primary and secondary sources to support conclusions.
Interpretation	Recognise that accounts of the past may come from different sources.	Understand that interpretations of history may differ and explain why. Evaluate reliability and usefulness of evidence.

Strand	KS1 (Years 1-2)	KS2 (Years 3-6)
Making Comparisons	Identify similarities and differences between ways of life in different periods.	Note connections, contrasts and trends over time. Compare societies, civilisations and historical periods.
Vocabulary	Use common historical vocabulary including past, present, old, new, before and after.	Use increasingly accurate historical vocabulary including civilisation, empire, monarchy, democracy, parliament, invasion, settlement and legacy.
Communication	Describe events, people and artefacts. Communicate findings through speaking, drawing and writing.	Construct informed responses using historical evidence. Communicate ideas through discussion, debate and extended writing.
Cause and Consequence	Begin to explain why events happened and why people are remembered.	Explain causes, consequences, significance and impact of historical events, individuals and developments.
Historical Significance	Recognise why some people and events are important.	Evaluate significance and legacy of people, events and achievements across history.

End of Key Stage 1 Expectations

Pupils should be able to:

- Use words and phrases related to the passing of time.
- Place events and objects in chronological order.
- Identify similarities and differences between life in different periods.
- Recognise changes within living memory.
- Know about events beyond living memory that are nationally or globally significant.

- Learn about significant individuals who contributed to national and international achievements.
- Understand aspects of local history.
- Ask and answer questions using simple historical sources.
- Describe historical events, people and objects using appropriate vocabulary.
- Communicate historical understanding through speaking, drawing and writing.

End of Key Stage 2 Expectations

Pupils should be able to:

- Develop a secure chronological understanding of British history from the Stone Age to the present day.
- Place periods studied accurately on a timeline and make connections across periods.
- Know and understand significant aspects of world history including ancient civilisations.
- Ask perceptive historical questions and investigate using evidence.
- Understand how historians construct knowledge from a range of sources.
- Evaluate evidence and recognise different interpretations of the past.
- Explain causes and consequences of events and developments.
- Compare societies, beliefs, achievements and cultures across periods.
- Understand historical significance and legacy.
- Use accurate historical vocabulary confidently.
- Present balanced historical arguments supported by evidence.