



Stanton-in-Peak Church of England Primary School
History Whole School Learning Spiral and Progression

"Life in all its fullness." John 10:10

Our Curriculum intent and aims:

The world around us is forever changing, the interaction between the physical and human processes contribute to an evolving landscape, these landscapes, as they change, offer challenges to people of different times affecting the complexities of their lives, leading to processes of evolution and a diversity of societies and relationships both past and present. At Stanton in Peak, we have created a curriculum that equips children with skills of perceptive thinking, thoughtful questioning of observations and information, and the confidence to hypothesis and explore different perspectives. We believe these skills will inspire curiosity and fascination that will remain with our pupils for the rest of their lives. As the world grows their knowledge and understanding should grow with it. Our Knowledge and Understanding of the world policy includes the teaching and learning of Geography and History.

We aim to ensure that, in geography, all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'Settlements', 'Civilisation', 'Agriculture', 'Invasion and Conflict', 'Empire', 'Monarchy', 'Religion', 'Parliament' and 'Democracy'
- 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, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

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History Long Term Plan

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Early Year Framework

Understanding the World (Past and Present)

Begin to make sense of their own life-story and family's history.
Talk about the lives of 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.

Understanding the World (The World)

Understand the past through settings, characters and events encountered in books read in class and storytelling.
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	I	Earth		Japan	Cities	Stanton	France
	J1	Earth	Italy	Egypt	Greece		Blue Planet
	J2	United Kingdom		Germany	North America including USA		Eastern Europe

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 2	I	Space		Countryside	Coast	South Africa	Australia
	J1	United Kingdom		Europe		Modern Day England	
	J2	United Kingdom		Mexico	Brazil	India	

Infants	C1	Earth - Dinosaurs	Japan	Cities - The Great Fire of London	Stanton	France
	C2	Space	Countryside	Coast	South Africa	Australia

Junior 1	C1	Blue Planet	Italy - Romans	Egypt - Ancient Egyptians	Greece - Ancient Greeks
	C2	United Kingdom - Stone Age to Iron Age	Europe - Anglo Saxons		Modern Day Britain - The Royal Family

Junior 2	C1	United Kingdom – World War 2 including Germany	United Kingdom – Vikings	North America including USA	Eastern Europe
	C2	United Kingdom - Changing on Monarchy	Mexico – Mayan Civilisation	Brazil	India

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Infants

Historical Enquiry and Interpretation	Cycle 1		Cycle 2	
	Autumn 1	Earth events beyond living memory that are significant nationally or globally Dinosaurs	Autumn 1	Space events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements
	Autumn 2	Earth events beyond living memory that are significant nationally or globally Dinosaurs	Autumn 2	Space Learn about changes within living memory. Significant historical events, people and places in their own locality.
	Spring 1	Japan events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements Settlements	Spring 1	Country Learn about changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements Settlements and Agriculture
	Spring 2	Cities events beyond living memory that are significant nationally or globally The Great Fire of London Monarchy, Kings and Queens	Spring 2	Coast Learn about changes within living memory Settlements
	Summer 1	Stanton Learn about changes within living memory. Significant historical events, people and places in their own locality.	Summer 1	South Africa events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements
	Summer 2	France events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements	Summer 2	Australia events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements

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Junior 1



Historical Enquiry and Interpretation	Cycle 1		Cycle 2	
	Autumn 1	Blue Planet	Autumn 1	United Kingdom Changes in Britain from the Stone Age to the Iron Age Nomadic to Settlements and Agriculture
	Autumn 2	Blue Planet Shackleton's Journey	Autumn 2	United Kingdom A local history study Religion
	Spring 1	Egypt the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt; Civilization, Settlements and Agriculture	Spring 1	Europe Britain's settlement by Anglo-Saxons and Scots Invasion, Conflict, Settlements and Agriculture
	Spring 2 + Summer 1	Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world Parliament and Democracy	Spring 2	Europe A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime and Punishment Punishment
	Summer 1	Italy The Roman Empire and its impact on Britain Invasion, Conflict, Empire and Religion	Summer 1	Modern Day England A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Change in Monarchy Monarchy and Religion

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Junior 2

 Historical Enquiry and Interpretation 	Cycle 1		Cycle 2	
	Autumn 1	United Kingdom World War II Invasion and Empire	Autumn 1	United Kingdom a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Changing of Monarch Monarchy and Religion
	Autumn 2	United Kingdom the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Invasion, Settlements and Trade	Autumn 2	United Kingdom Industrial Revolution
	Spring 1	North America	Spring 1	Mexico a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900; Civilization, Settlements and Trade
	Spring 2 + Summer 1	North America	Spring 2	Brazil
	Summer 1	Europe Invasion, Power and Conflict	Summer 1	India Empire

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Understanding the World (The World)

Understand the past through settings, characters and events encountered in books read in class and storytelling.
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.

	KS1	LKS2	UKS2
Historical Interpretation	<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe and use pictures, photographs and artefacts to find out about the past; b start to use stories or accounts to distinguish between fact and fiction; 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse evidence about the past; b offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f begin to evaluate the usefulness of different sources.

Historical Enquiry	<p>KS1 History, National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History, National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>KS2 History, National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.
Chronological Understanding	<p>KS1 History, National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, 	<p>KS2 History, National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History, National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods

	century, new, newest, old, oldest, modern, before, after to show the passing of time.		occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and Understanding of Events, People and Changes in the Past	<p>KS1 History, National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. 	<p>KS2 History, National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History, National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.