



Progression in History
at Riddlesden St. Mary's

Curriculum breadth and depth in knowledge and skills in History at Riddlesden St Mary's C of E Primary School

→ Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	Theme: All about me and Autumn Text: Owl Babies Key Questions: I wonder what my family looks like.	Theme: All about me, Celebrations and Winter Text: We're Going on a Bear Hunt Key Questions: I wonder where this journey will take us.	Theme: Traditional Tales Text: Handa's Surprise / Handa's hen Key Questions: I wonder what my senses will discover.	Theme: Growing Text: Jack and the Beanstalk / The Enormous Turnip Key Questions: I wonder what magic awaits us at the top of the beanstalk.	Theme: On the Farm Text: The Gingerbread Man / Three Little Pigs Key Questions: I wonder if a wolf can huff and puff.	Theme: Dinosaurs Text: Dinosaurs in the Supermarket / Dinosaurs in my school Key Questions: I wonder if dinosaurs ever existed.
	Family and who I am. Where do I come from, what is my history?	Maps and how we can use them. Where do bears come from?	Food and it's importance.	Castles and their history. Who lives in a castle?	Planting seeds, visit from Joel the school gardener, Trip to the farm,	History of Earth around the time that dinosaurs existed. How did the dinosaurs die out?
	Characteristics of Effective Learning Playing and Exploring: • Make independent choices. • Respond to new experiences Active Learning: • Keep on trying when things are difficult. Creating and Thinking Critically: • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas.					
	Knowledge	Sharing family photos – knowing who is in their family and who lives in their house.	Learning about their own and others families. Thinking about what they can do now that a baby cannot. Talking about different celebrations, sharing special times for friends and family. Ordering simple daily routines.	Ordering simple events such as cooking gingerbread men, growing beans.	Plant and animal life cycles. Learning about a farmer and vet.	Developing understanding that dinosaurs lived a long time ago. Talking about and sharing family holidays. Exploring and making fossils – Mary Anning
Continuously referring to previous learning, using floor books and photos to encourage children to talk about what happened before in Nursery to develop language when talking about their past experiences.						

Key Skills	I know who lives in my house I know who my grandparents are I know some differences between myself and others.	I know who lives in my house I know who my grandparents are I know some differences between myself and others. I know how I am different to a baby. I can talk about special times from my past. I know how to order simple events.	I know how to talk about changes over time. I know how to order simple events. I know to use past tense when talking about things that happened in the past.	I know how to talk about changes over time. I know what a farmer/vet does. I can talk about a farmer/vet. I can roleplay being a farmer/vet and make up simple stories.	I know to use past tense when talking about things that happened in the past. I can talk about special times from my past.	
	• Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people.	• Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people.	• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	• Show interest in different occupations. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

→ Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Immersive theme of learning including key texts	Text: Goldilocks and the Three Bears Theme: Magical Me Key Questions: I wonder why I am wonderful. What does porridge take like?	Text: Leaf Thief Theme: Autumn Key Questions: I wonder why leaves crunch.	Text: Whatever Next / Look Up Theme: Space Key Questions: I wonder why we should look up.	Text: Supertato Theme: Superheroes Key Questions: I wonder what makes a villain. Why do flowers grow?	Text: Tadpoles Promise Theme: Minibeasts Key Questions: I wonder why bees buzz.	Text: Don't Spill the Milk / The Queen's Hat Theme: Africa Key Questions: I wonder where this adventure will take us. What is life like for children in Africa? Why do we feel hot in summer?
Experiences	Family and baby photos, Goldilocks crime scene, porridge tasting, woodland walk, local area walk, Harvest – church, Diwali	Autumn Walk to East Riddlesden Hall – comparing their house to the past. Looking for signs of Autumn, Bonfire Night, Remembrance Day, Christmas	Alien crash landing, letters from the alien, Canal walk, Chinese New Year	Police and other emergency service visits, Bingley bus trip, Planting and growing with Joel, Vegetable soup, World Book day, Pancake Day, Mothers' Day, Easter	Zoo Lab, Growing caterpillars into butterflies and frogspawn in frogs, pond dipping, Eid,	Exploring African artefacts, practising carrying their own milk, East Riddlesden Hall Trip, End of Year forest celebration – toasting marshmallows, Fathers' Day
Characteristics of Effective Learning	Playing and Exploring: - Respond to new experiences Active Learning: - Keep on trying when things are difficult. Creating and Thinking Critically: Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions					
Knowledge and skills	Exploring baby photos – understanding how we have changed form a baby. Comparing original Goldilocks illustrations from 1922 to today.	Comparing our house to houses in the past – Link to ERH Talking about past celebrations and comparing to other festivals and celebrations.	People in space Mae Jemison Neil Armstrong Tim Peake – understanding that some of these events happened a long time ago.	Comparing cars today to cars of the past – Link to Superhero vehicles Comparing original Superhero illustrations.	Life cycles and changes over time.	Comparing toys today, toys from the past and African toys How did people travel before cars?
Key Skills	I know how I have changed since being a baby. I know how to talk about past and present events in my life. I can use different tenses to talk about things that have happened in the past. I can distinguish between past, present and future.	I know how to talk about past celebrations. I know some things that are different between celebrations. I know similarities and differences between my house today and those from the past. I can talk about some of these changes. I know how to talk about seasonal changes.	I know some events happened before I was born in 'the past'. I know how to talk about seasonal changes.	I know how to compare old and new photos. I can talk about differences between old and new cars I know how to talk about seasonal changes.	Life cycles – I know how to talk about changes over time I know how to talk about past and present events in my life. I know how to talk about seasonal changes.	Growing plants – I know how to talk about changes over time I know how to compare old and new photos. I can talk about differences between old and new toys. I know how people travelled before cars. I know how to talk about past and present events in my life.

	I know how to talk about seasonal changes.					I know how to talk about seasonal changes.
Development Matters link	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	• Compare and contrast characters from stories, including figures • from the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Compare and contrast characters from stories, including figures • from the past. • 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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Compare and contrast characters from stories, including figures • from the past.

→ Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Immersive theme of learning including key texts	I wonder if humans are similar to the very hungry badger The disgusting sandwich Science	I what toys my grandparents played with. No Bot History	I wonder how we can get you home. Lost and Found Science – Geography	I wonder if I can survive here. Meerkat Mail Geography	I wonder where my nearest castle is. Hector and the Big Bad Night. History	I wonder what is growing in our garden. Jim and the Beanstalk Science
Experiences	Walk through the woods Marvellous Me T-shirt	Science and Media Museum. Toy shop experience in the hall. Inviting grandparents into classes to be interviewed by the children.	A visit to the class tree throughout the year. What do you notice about the leaves? Trip to the Cenotaph	Trip to Tropical World	Trip to Skipton Castle.	Growing plants / inviting Joel into the classes
Character education (linked to the character education framework)	Looking at positive moral attributes for example: courage, honesty, integrity, humility and a sense of justice throughout history.					
Knowledge taken from the NC (including progression linked to CDs and keeping everything spinning opps)	Changes within living memory.	Developing an awareness of the past, using common words and phrases relating to the passing of time. Similarities and differences between ways of life in different time periods. Chronological framework, past (old), changes within living memory (baby), present and future.	<i>Geography focus</i>	The lives of significant individuals in the past who have contributed to national and international achievements.	Significant historical events, people and places in their own locality. Similarities and differences between ways of life in different time periods. Significant historical events, people and places in their own locality.	<i>Science focus</i>
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	Baby photos – comparing and contrasting how humans are different to animals.	Comparing and contrasting historical toys to modern day. Create a toy timeline including what they think toys will look like in the future.	<i>Geography focus</i>	Amelia Earhart – who she was and what she did. How this changed the lives of women.	Comparing Cliffe castle to Skipton Castle. Sir Captain Tom Moore – who was he and what did he do? How has his actions impacted our lives today? Focus on the fact that he was from Keighley and what did the town do to celebrate his recent achievements?	<i>Science focus</i>

Skills taken from the NC (including progression linked to CDs and keeping everything spinning opportunities)	I know how to explain how I have changed since I was born.	I know how to use words and phrases like before, after, past, present, then and now. I know how to spot old and new things in a picture I know how to give examples of things that were different when my grandparents were children. I know how to ask and answer questions about old and new objects using phrases like old, new and a long time ago.	<i>Geography focus</i>	I know how to talk about somebody famous.	I know how to talk about someone famous who was born or lived near our town. I know how to use words and phrases like before, after, past, present, then and now. I know how to spot old and new things in a picture I know how to give examples of things that were different when my grandparents were children.	<i>Science focus</i>
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	Tell me a story – comparing photos of babies and animals.	Tell me a story – old and new toys, developing enquiry skills from looking at a source. Debate skills – which toy is better	<i>Geography focus</i>	Debate skills – what makes this person famous?	Tell me the story – comparing castles with a focus on vocabulary such as before, after, past, present, then and now. Diary writing linked to the castle.	<i>Science focus</i>

→ Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Immersive theme of learning including key texts	I wonder what makes a home. The Owl who was Afraid of the Dark Science / Geography	I wonder who the lady with the lamp was. Florence Nightingale History	I wonder where Leaf came from. Leaf Science / Geography	I wonder if Keighley has ever had a great fire. The Baker's Boy and the Great Fire of London History	I wonder why Saltaire was built? Titus Salt and How he Built Saltaire History	I wonder why we love to be beside the seaside. The Secret of Black Rock Geography □ seaside
Experiences		Clay lamp making Florence Nightingale Day - Victorian toys - Role play - Porridge/tea - Washing with bars of soap Exploring first aid and medicine.		Bake bread Visit a bakery Mini bonfire	Structures Brass instruments (Saltaire band) Visit Saltaire	
Character education (linked to the character education framework)	Looking at positive moral attributes for example: courage, honesty, integrity, humility and a sense of justice throughout history.					
Knowledge taken from National Curriculum (including progression linked to CDs and keeping everything spinning opps)		Changes within living memory that are significant nationally or globally. Lives of significant individuals in the past who have contributed to national and international achievements. Focus on Florence Nightingale with comparisons made to the life of Mary Seacole. Significant historical events and people.		Develop an awareness of the past using common words and phrases relating to the passing of time. Know where events fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions and use other sources to show understanding of key events. Changes within living history revealing aspects of changes in national life. Events beyond living memory that are nationally significant. Significant historical events.	Develop an awareness of the past using common words and phrases relating to the passing of time. Know where events fit within a chronological framework and identify similarities and differences between ways of life in different periods	

Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	Exploration of Rosa Parks linked to Black History month. Looking at her legacy and contribution to international achievements. Compare and contrast her life then and life today.	Exploration of Sir Bob Geldof, his achievements, peace work and wider contributions to the music industry.		Exploration of Sir Desmond Tutu, his achievement and wider contributions.	Exploration of Mother Theresa, her achievements, peace work and national and international achievements.	
Skills taken from National Curriculum (including progression linked to CDs and keeping everything spinning opportunities)	I know how to research the life of a famous person from the past using different sources of evidence. I know how to answer questions using books and the internet. I know how to give examples of things that were different when my grandparents were children.	I know how to explain how some people have helped us to have better lives. I know how to recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later in their life. I know how to research the life of a famous person from the past using different sources of evidence. I know how to answer questions using books and the internet. I know how to find out things about the past by talking to an older person. I know how to explain what an object from the past might have been used for.		I know how to explain how some people have helped us to have better lives. I know how to recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later in their life. I know how to research the life of a famous person from the past using different sources of evidence. I know how to answer questions using books and the internet. I know how to find out things about the past by talking to an older person. I know how to explain what an object from the past might have been used for.	I know how to explain how some people have helped us to have better lives. I know how to research the life of a famous person from the past using different sources of evidence. I know how to answer questions using books and the internet.	
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)						

→ Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	I wonder who came before me. Stone Age Boy History	I wonder how the British monarchy has changed. The adventures of King Arthur History	I wonder what makes volcanoes vicious. The Street Beneath My Feet Science	I wonder what our local story is. Malala's Magic Pencil Geography	I wonder what happens in our allotment during the night. The Night Gardener Science	I wonder who the Romans were and how they impacted Bradford. Science / Escape from Pompei The Roman Diary: The Journal of Iliona History
Experiences	Stone age art Stone Henge models	Trip to Skipton Castle		Looking at local history art		Roman Mosaics
Character education (linked to the character education framework)	The ability to make points clearly and constructively, listen attentively to others, and speak persuasively to an audience. Looking at positive moral attributes for example: courage, honesty, integrity, humility and a sense of justice throughout history.					
Knowledge taken from the National Curriculum (including progression linked to CDs and keeping everything spinning opps)	Continue to develop a chronological secure knowledge and understanding of British, local and world history. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Develop in depth studies of the Stone Age. Understand how people's lives have shaped Britain and how it has influenced and been influenced by the wider world. Understand significant aspects of ancient civilisations. Understand the methods of historical enquiry: including how evidence is	Continue to develop a chronological secure knowledge and understanding of local history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Study an aspect of history or a site beyond 1066 that is significant in the locality that extends pupils' chronological knowledge. The changing power of		Continue to develop a chronological secure knowledge and understanding of local history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at		Continue to develop a chronological secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how people's lives have shaped Britain and how it has influenced

	used rigorously to make historical claims, look at contrasting arguments and interpretations of the past.	monarchs using case studies such as John, Anne and Victoria. Understand how people's lives have shaped Britain and how it has influenced and been influenced by the wider world. Gain an understanding of abstract terms such as 'peasantry'. Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at contrasting arguments and interpretations of the past. A local history study. Skipton Castle and its significance to its locality.		contrasting arguments and interpretations of the past.		and been influenced by the wider world. Understand significant aspects of ancient civilisations and gain an understanding of the abstract term – empire. Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at contrasting arguments and interpretations of the past. Carry out an in depth study of the Roman Empire and its impact on Britain.
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)	Look at making stone age jewellery using a range of mediums.					
Skills taken from National Curriculum (including progression linked to CDs and keeping everything spinning opportunities)	I know how to explain how stone age people hunted for their food and what they ate. I understand some of the differences between the stone, bronze and iron ages. I know what people learnt from stone aged paintings. I know how to describe what a typical day would have been like for a stone age man, woman or child.	I know how our knowledge of the past is constructed from a range of sources. I know how to identify reasons for the results of people's actions. I know how to distinguish between different sources and evaluate their usefulness. I know how to observe small details – artefacts and pictures.				I know about the struggle between the Athenians and the Spartans. I know how to identify reasons for the results of people's actions. I know how to distinguish between different sources and evaluate their usefulness. I know how to observe small details – artefacts and pictures. I know how to talk about at least three things that

	I know how to identify reasons for the results of people's actions. I know how to distinguish between different sources and evaluate their usefulness. I know how to observe small details – artefacts and pictures.					the Romans did for our country. I know how to explain why the Romans needed to build forts in this country. I understand that Rome was a very important place and many decisions were made there. I know about the lives of at least two famous Romans. I know how to summarise how Britain may have learnt from other countries and civilisations.
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)						

→ Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	I wonder who the Ancient Egyptians were. Egyptian Cinderella History	I wonder what happens to the food I eat. Charlie and the chocolate factory Science	I wonder where the water from the River Aire comes from. The Rhythm of the Rain Geography	I wonder what it's like to live on a mountain. Everest Geography	I wonder who were the Anglo Saxons and how have they shaped the United Kingdom. Beowulf – non-fiction text linked to topic History	
Experiences	Egyptian hook – eating like an Egyptian, looking for Egyptian artefacts as a archaeologist.			Mountain and map reading hook day – Identifying countries on a map using an atlas, creating a replica of a globe, making notes from Planet Earth 2.	Viking day – visitor to do workshop?	
Character education (linked to the character education framework)	The ability to make points clearly and constructively, listen attentively to others, and speak persuasively to an audience. Looking at positive moral attributes for example: courage, honesty, integrity, humility and a sense of justice throughout history.					
Knowledge taken from NC (including progression linked to CDs and keeping everything spinning opps)	An in depth study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared focusing on Ancient Egypt.] Understand significant aspects of ancient civilisations and gain and understanding of the abstract term – empire. Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at contrasting arguments and interpretations of the past. Continue to develop a chronological secure knowledge and understanding of British, local and world history.				Continue to develop a chronological secure knowledge and understanding of British, local and world history. Continue to develop a chronological secure knowledge and understanding of local history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop in depth local history study. Study an aspect of history or a site beyond 1066 that is significant in the locality that extends pupils' chronological knowledge. Understand how people's lives have shaped Britain and how it has influenced and been influenced by the wider world. Gain an understanding of abstract terms such as 'peasantry'.	

	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.				Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at contrasting arguments and interpretations of the past. Develop an in depth study of Britain's settlement by the Anglo-Saxons. Explore Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Explore Anglo-Saxon art and culture. Explore the Viking and Anglo – Saxon struggle for the Kingdom of England to the time of Edward the Confessor for example Viking raids and invasion.
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)					
Skills taken from NC (including progression linked to CDs and keeping everything spinning opportunities)	I know how to gain an overview of the significance of the Ancient Egyptian period within the wider narrative of world history. I know how to compare aspects of life in Ancient Egypt with life in modern times. I know how to explore the lives of significant people, places and events from this period and to explore how we know about them today. I know how to become familiar with historical resources and accurate vocabulary relating to the Ancient Egyptian period. I know how to use more complex terms such as BCE/AD. I know how to choose relevant materials to				I know how to explain where the Anglo-Saxons came from. I know at least two famous Anglo-Saxons. I know how to use a timeline to show when the Anglo-Saxons were in England. I know the link between Anglo-Saxons and Christianity I know that many Anglo-Saxons were farmers. I know that Anglo-Saxons gave us many of the words that we use today. . I know how to use evidence to reconstruct life in Anglo-Saxon time. I know how to use terms related to the time and begin to date events. I know that the Anglo-Saxons and Vikings were often in conflict. I know how to use a timeline to show when the Viking raids started. I know why the Vikings overpowered the Anglo-Saxons.

	present a picture of one aspect of life in the past.				
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)					

→ Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	I wonder if you can feel the force. (World famous buildings) The man who walked between the towers Geography/Science	I wonder who were the Bradford PALS. (World War 1) War Horse History (A local history study)	I wonder who the Victorians are and how they shaped Bradford. Oliver Twist History The Victoria's and Sir Titus Salt	I wonder if punishment for crime really needs to be cruel and painful. The Highway Man/ Black Powder History	I wonder if I will go to the moon. Curiosity: Where we once stood Science	I wonder why rainforests and rivers are so important. The Explorer/ The Great Kapok Tree Geography RE / History What does it mean for Muslims to follow God?
Experiences				Galleries of justice – Nottingham York Dungeons – York Ripon police and prison museum	Space VR – Google expedition	
Character education (linked to the character education framework)	The ability to make points clearly and constructively, listen attentively to others, and speak persuasively to an audience. Looking at positive moral attributes for example: courage, honesty, integrity, humility and a sense of justice throughout history.					
Knowledge taken from the NC (including progression linked to CDs and keeping everything spinning opps)		A significant turning point in British history. Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at contrasting arguments and interpretations of the past. Continue to develop a chronological secure knowledge and understanding of British, local and world history. Address and sometimes devise historically valid questions about change,	Explore an in depth local history study that is over time tracing how several aspects of national history are reflected in the locality. Continue to develop a chronological secure knowledge and understanding of British, local and world history. Continue to develop a chronological secure knowledge and understanding of local history. Note connections, contrasts and trends over time and develop the	Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at contrasting arguments and interpretations of the past. Continue to develop a chronological secure knowledge and understanding of British, local and world history. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Continue to develop a chronological secure knowledge and understanding of British, local and world history. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	A non –European society that provides contrasts with British history – a study of early Islamic civilisation, including a study of Baghdad.

		cause, similarity and difference, and significance.	appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop in depth local history study. Understand how people's lives have shaped Britain and how it has influenced and been influenced by the wider world. Gain an understanding of abstract terms such as 'peasantry'. A significant turning point in British history e.g. industrial change. The changing power of monarchs – Queen Victoria.	Changes in crime and punishment from the Anglo-Saxons to the present.		
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)						
Skills taken from the NC (including progression linked to CDs and keeping everything spinning opportunities)		I know how to summarise how Britain has had a major influence on the world. I know how to compare accounts of events from	I know how to summarise how Britain may have learnt from other countries and civilization (historically and more recently).	I know how to draw a timeline with different historical periods showing key historical events or lives of significant people. I know how to describe events from the past	I know how to draw a timeline with different historical periods showing key historical events or lives of significant people. I know how to describe events from the past	I am aware that many civilisations gave much to the world. I know how to research in order to find similarities and differences between

		different sources – fact or fiction I know how to offer some reasons for different versions of events I know how to draw a timeline with different historical periods showing key historical events or lives of significant people. I know how to describe events from the past using dates when things happened. I know how to explain how an event or events from the past have shaped our lives today	I know how to use research skills to find answers to specific historical questions about our locality. I know how to research what it was like for children in the Victorian time and present my findings to an audience. I appreciate how our locality today has been shaped by what happened in the past. I know how to explain how historic items and artefacts can be used to help build up a picture of life in the past. I know how to talk about the impact that one of these periods of history has on the world. I know how to explain how the lives of wealthy people were different from the lives of poorer people. I know how Britain has had a major influence on the world – industrial revolution.	using dates when things happened. I know how to explain how an event or events from the past have shaped our lives today. I know how to summarise how Britain has had a major influence on the world. I know how to explain how the lives of wealthy people were different from the lives of poorer people. I know how to describe how crime and punishment has changed over a period.	using dates when things happened. I know how to explain how an event or events from the past have shaped our lives today.	two or more periods of history.
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)						

→ Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Immersive theme of learning including key texts	I wonder how World War 2 shaped Britain and our local area. Rose Blanche, Anne Frank History/Geography	I wonder why my heart keeps beating. Pig-Heart Boy Science	I wonder if Ancient Greeks have impacted my life. Who let the Gods out? History/Geography	I wonder how plants and animals have changed over time. Wonder Science	I wonder why Bradford is a 'City of Sanctuary'. Boy 87 – Transition Project	
Experiences	How has WW2 Changed the World? 1940's day: Learning to waltz and role-play as a child-evacuee. Exploring WW2 propaganda Dig for Victory: harvesting vegetables. Designing and testing Anderson shelters.		Who let the Gods out? Ancient Greek pottery- Ancient Greece Comparing the work of Clarice Cliff as a contemporary ceramic artist to Ancient Greek pottery.	Have we always looked like this? Hook: Planet of the Apes Debate on the Theory of Evolution. STEM Ambassador visit.		
Character education (linked to the character education framework)	The ability to make points clearly and constructively, listen attentively to others, and speak persuasively to an audience. Looking at positive moral attributes for example: courage, honesty, integrity, humility and a sense of justice throughout history.					
Knowledge taken from National Curriculum (including progression linked to CDs and keeping everything spinning opps)	Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at contrasting arguments and interpretations of the past. A significant turning point in British history. Continue to develop a chronological secure knowledge and understanding of British, local and world history.		A study of Ancient Greece – a study of Greek Life and achievements and their influence on the western world. Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at contrasting arguments and interpretations of the past. Continue to develop a chronological secure knowledge and understanding of British, local and world history.		A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Understand the methods of historical enquiry: including how evidence is used rigorously to make historical claims, look at contrasting arguments and interpretations of the past. Continue to develop a chronological secure knowledge and understanding of British, local and world history.	

	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		
Knowledge bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)					
Skills taken from National Curriculum (including progression linked to CDs and keeping everything spinning opportunities)	I know how to research in order to find similarities and differences between two or more periods of history. I know how to place features of historical events and people from the past societies and periods in a chronological framework. I know how to summarise the main events from a period of history, explaining the order of events and what happened. I know how to summarise how Britain has had a major influence on the world. I know how to identify and explain propaganda. I know how to link sources and work out how conclusions were arrived at I know how to consider ways of checking the accuracy of interpretations – fact or fiction and opinion I know that different evidence will lead to different conclusions.		I know how to identify and explain differences, similarities and changes between different periods of history. I know how to find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings I know how to compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation I know key dates, characters and events of time studied		I know how events from the past have had an impact on the world that it is today. I know how to find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

	I know how to describe a key event from Britain's past using a range of evidence from different sources. I know how to summarise how Britain may have learnt from other countries (historically and more recently).				
Skills bespoke for RSM pupils (including progression linked to CDs and keeping everything spinning opportunities)					



History progression Reception – 6.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Sequence events that happen as part of their daily routine, for example getting ready for school. Place pictures in order from baby to adult.	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	Recognise past and present in their own lives. Talk about and recall past events and special times.	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied

Interpretations of history		Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical Enquiry	Encourage children to ask questions to find out more.	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate knowledge through: Discussion.... Drawing pictures... Role play..	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			Recall, select and organise historical information Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.

