



History Progression at Heathfield Academy



At Heathfield Academy we have shaped our curriculum in response to the National Curriculum and the coverage within that. In addition to this, we have taken into account our locality, key local figures and events plus our children's and their families' heritage. Our desire is for our children to have an understanding of changes over time and the impact the past has had on our current lives. Furthermore, we aim for our children to develop critical historical, yet transferable, skills; being able to compare, contrast, research, observe, discuss, question, make connections and draw conclusions. The history curriculum has been carefully mapped out with Ks1 focusing on history within living memory, changes within their local area and then moving onto historical events and people of significance beyond living memory. This ensures that our children have an awareness of the past and develop a curiosity of history. As we move into Ks2, we felt it was important to teach history in a chronological order complementing British history with global history and history outside of Europe. By teaching in this way we believe that our children will develop a coherent chronological narrative.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic 1	Myself and my family	Changes within living memory An Old Bear Enquiry	Local History: Croydon Aerodrome	Stone Age – Iron Age	The Roman Empire – A study of Roman Empire and its impact on Britain.	Anglo-Saxons and Vikings	British civil rights movement
NC	Similarities and differences between people, place, urban and rural. Our local area	Changes, differences and similarities to Croydon over time. Understand some ways we find out about the past	Significant historical events, people and places in their own locality. Changes within living memory – used, where appropriate, to reveal changes in national life Understand some ways we find out about the past	Place the time studied on a time line and Sequence several events or artefacts using dates. Having a chronologically secure knowledge and understanding of British history. Find out about everyday lives of people in time studied and compare with our life today. Distinguish between different sources looking at primary and secondary. Use a range of sources to find out about a period using the internet and library.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organization of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources	

2	Transport	The Great Fire of London	Significant Historical People: Activists	Ancient Egypt	Ancient Greece – A study of Greek life and achievements and their influence on the western world	Mayan Civilization c. AD 900 : a non-European society that provides contrasts with British history.	WWI and WWII
NC	<p>Similarities and differences between people, place, urban and rural.</p> <p>Our local area</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They 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>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London</p> <p>significant historical events, people and places in their own locality</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organization of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>				