



**Crayke Church of England Primary School**  
**Coverage and Progression**  
**History**

	<u>AUTUMN TERM</u>	<u>SPRING TERM</u>	<u>SUMMER TERM</u>
<b>Class 1</b> Reception	<b>Autumn 1:</b> <i>Incredible Me!</i>	<b>Spring 1:</b> <i>Dinosaurs Rock!</i>	<b>Summer 1:</b> <i>Ready, Steady, Grow</i>
	<b>Autumn 2:</b> <i>Fabulous Farming</i>	<b>Spring 2:</b> <i>Once Upon a Time</i>	<b>Summer 2:</b> <i>Up, Up and Away!</i>
<b>Class 2</b> Year 1/2	<b>Year A:</b> <i>Shiver me timbers</i>	<b>Year A:</b> <i>Growing, growing, grown!</i>	<b>Year A:</b> <i>Animal Explorers</i>
	<b>Year B:</b> <i>Happily Ever After</i>	<b>Year B:</b> <i>Oh, I do like to be beside the seaside!</i>	<b>Year B:</b> <i>Step into Summer</i>
<b>Class 3</b> Year 3/4	<b>Year A:</b> <i>Through the Ages</i>	<b>Year A:</b> <i>The Inventing Room</i>	<b>Year A:</b> <i>Radical Romans</i>
	<b>Year B:</b> <i>Our Blue Planet</i>	<b>Year B:</b> <i>Tales from Dragon Mountain</i>	<b>Year B:</b> <i>Pharaohs, Farms and Feasts</i>
<b>Class 4</b> Year 5/6	<b>Year A:</b> <i>A Child's War</i>	<b>Year A:</b> <i>Maps, makers and moral mires</i>	<b>Year A:</b> <i>The Book of Life</i>
	<b>Year B:</b> <i>Into the Darkness...</i>	<b>Year B:</b> <i>Journeys</i>	<b>Year B:</b> <i>It's all Greek to me!</i>

**Year A: 2020/2021**

**Year B: 2021/2022**

Threshold concept	Milestone 1 (Class 2/Year 1+2)	Milestone 2 (Class 3/Year 3+4)	Milestone 3 (Class 4/Year 5+6)			
<ul style="list-style-type: none"> <li><b>Investigate and interpret the past</b></li> </ul> <p>This concept involves understanding that</p>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> </ul>			
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B

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our understanding of the past comes from an interpretation of the available evidence.	<ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>			<ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries.</li> </ul>			<ul style="list-style-type: none"> <li>• Select suitable sources of evidence, giving reasons for choices.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>			<ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>			<ul style="list-style-type: none"> <li>• Use sources of information to form testable hypotheses about the past.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>• Identify some of the different ways the past has been represented.</li> </ul>			<ul style="list-style-type: none"> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul>			<ul style="list-style-type: none"> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
				<ul style="list-style-type: none"> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>			<ul style="list-style-type: none"> <li>• Show an awareness of the concept of propaganda and how historians must</li> </ul>		

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	AUT A	SPR A	SUM A	understand the social context of evidence studied.
	AUT B	SPR B	SUM B	
	AUT A	SPR A	SUM A	
	AUT B	SPR B	SUM B	
				<ul style="list-style-type: none"> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>
	AUT A	SPR A	SUM A	
	AUT B	SPR B	SUM B	
				<ul style="list-style-type: none"> <li>Refine lines of enquiry as appropriate.</li> </ul>
	AUT A	SPR A	SUM A	
	AUT B	SPR B	SUM B	

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<ul style="list-style-type: none"> <li><b>Build an overview of world history</b></li> </ul> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>Describe historical events.</li> </ul>			<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> </ul>			<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>Describe significant people from the past.</li> </ul>			<ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> </ul>			<ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>			<ul style="list-style-type: none"> <li>Compare some of the times studied with those of other areas of interest around the world.</li> </ul>			<ul style="list-style-type: none"> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
				<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>			<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>		
				AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
				AUT B	SPR B	SUM B	AUT B	SPR B	SUM B

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				<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>			<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>		
				AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
				AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
<ul style="list-style-type: none"> <li><b>Understand chronology</b></li> </ul> <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> </ul>			<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> </ul>			<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> </ul>			<ul style="list-style-type: none"> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>			<ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	<ul style="list-style-type: none"> <li>Recount changes that have occurred in their own lives.</li> </ul>			<ul style="list-style-type: none"> <li>Use dates and terms to describe events.</li> </ul>			<ul style="list-style-type: none"> <li>Understand the concepts of continuity and change over time,</li> </ul>		

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							representing them, along with evidence, on a time line.		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A SPR A SUM A		
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B SPR B SUM B		
	<ul style="list-style-type: none"> <li>Use dates where appropriate.</li> </ul>						<ul style="list-style-type: none"> <li>Use dates and terms accurately in describing events.</li> </ul>		
	AUT A	SPR A	SUM A				AUT A SPR A SUM A		
	AUT B	SPR B	SUM B				AUT B SPR B SUM B		
<ul style="list-style-type: none"> <li><b>Communicate historically</b></li> </ul> <p>This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>			<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> </ul> </li> </ul>		



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							<ul style="list-style-type: none"> <li>• decade</li> <li>• legacy.</li> </ul>		
AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	
AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	
<ul style="list-style-type: none"> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>			<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>			<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past</li> </ul>			
AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	
AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	
<ul style="list-style-type: none"> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>						<ul style="list-style-type: none"> <li>• Use original ways to present information and ideas.</li> </ul>			
AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A	
AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B	

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