Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

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

Contents

Item	Page
What does it mean to be a Crayke historian? Overview	2
Progression in History - overview	4
Progression in EYFS	5
Bridging EYFS and KS1	7
Progression in Key Stage 1	8
Progression in Key Stage 2	11
Child's history journey through school	14
Coverage of substantive concepts summary	16
Threshold concepts overview	17
National Curriculum overview	25
Substantive knowledge and Disciplinary knowledge	28
Vocabulary progression	29
Substantive concepts - definitions	32

FOLLOW YOUR PATHWAY AND WE GROW TOGETHER WITH CONFIDENCE

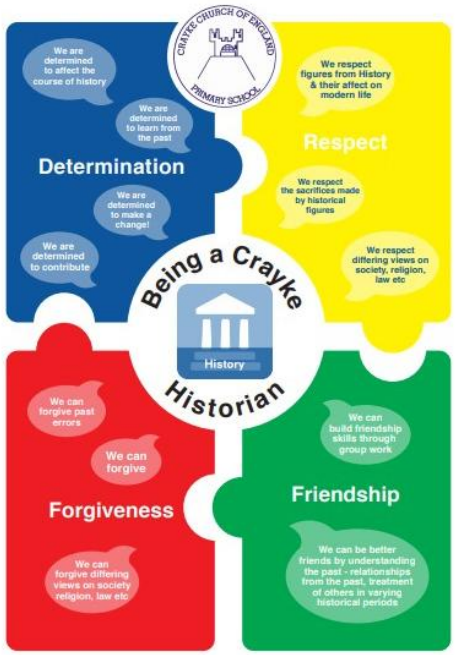
*You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you.* John 15:16

Friendship ***Forgiveness*** ***Respect*** ***Determination***

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

What does it mean to be a Crayke Historian?

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



Using a thematic approach, we ensure that there is appropriate **coverage** of the requirements of the National Curriculum, within the bounds of our two-year rolling programme due to our mixed-age classes. As such, it is not possible to teach aspects in chronological order and therefore time is taken at the beginning of each unit to map the relevant period of history on a timeline, in order to provide context and meaning for pupils.

We use Chris Quigley Essentials' Threshold Concepts in order to develop children's historical knowledge, skills and concepts:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

Themes in history provide the opportunity for pupils to answer "**Enquiry Questions**" which underpin both the historical content and skills we want the children to learn over the course of a unit of learning.

Disciplinary concepts are referenced throughout each medium-term plan. During the course of each unit, children will follow a disciplinary pathway through their learning, based on 6 key concepts:

Change & continuity	Handling evidence
Cause & consequence	Historical interpretations

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Similarity & difference Historical significance

As they progress through primary school, children will learn to ask and answer increasingly challenging and robust questions based on these different pathways, building their understanding of the concepts that come up time and again and which therefore unify their historical knowledge.

Substantive concepts - Children will develop their disciplinary understanding through their learning about key substantive (abstract) concepts: the knowledge about specific periods of history that we teach as we establish facts. These concepts are repeated as children move up through the key stages, creating a pathway through their history learning that builds up a conceptual map of understanding.

These concepts include, but are not limited to:

Empire	**Civilisation**	**Peasantry**	**Parliament**	**Settlement**	**Conquest**
Exploration	**Invention**	**Conflict**	**Agriculture**	**Technology**	**Culture**

Chronology is taught explicitly; both in terms of sequencing periods of history and having a clear sense of the characteristic features of those periods. This requires the regular use of timelines, a focus on change and continuity and teaching of activities which require children to draw on earlier learning, making comparisons and contrasts.

The use of **historical vocabulary**, in context, is planned and sequenced as outlined on medium term plans.

The opportunity to examine **sources of evidence**, both primary and secondary, is also interwoven throughout our curriculum.

Subject Leader	Lois Dobson
Link Governor	Hugh Porter
CPD	Chris Quigley Essentials Curriculum/Carousel/Historical Association/Mr T does History

KUWWH: *Knowledge/understanding of the wider world history*	***KUBH:*** *Knowledge/understanding of British history*

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

LH: *Local History*	

Progression in History at Crayke Primary

Our Curriculum – how does it progress from Early Years to Key Stage 3?

- Apple Class in EYFS follow the Early Learning Goals. The concepts of similarity, difference, change, past and present are explored and significant events and individuals are learned about through stories shared. The pupils will begin to learn vocabulary associated with the past and will identify past events within their own experience. The Early Years curriculum map which is detailed in the section below has been devised to feed into the Key Stage 1 curriculum.
- Key Stage 1 units have been planned to provide opportunities for diversity when learning about the lives and achievements of significant individuals.
- Our Key Stage 2 units have been arranged with opportunities to provide children with a clear understanding of the concept of chronology.
- Units of work have been built around a central enquiry question and use the Chris Quigley Essentials milestone statements alongside the National Curriculum objectives. Key concepts have been agreed to thread through all topics in the school.
- As they move into Key Stage 3, pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

EYFS

Below shows the progression of skills that build towards the Understanding the World Early Learning Goal.

Education Programme	
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	
Past & Present	
History	
Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.
Autumn Provision – Incredible Me and Fabulous Farming	
Changes within living memory- How have things changed? My Family and My family's history. Children to ask questions about their family's childhood. Events beyond living memory- Farming in the past; Remembrance Significant historic events- Bonfire Night & Guy Fawkes; Christmas in the past	
Check Point 1 December	Check Point 1 December
I can tell you something about what my mum/ did in the past. I can talk about my mum/dad when they were a child. I can talk about my mum/dad gran/grandad when they were a child.	I can tell you about the differences between farming now and in the past. I can tell you about Remembrance. I can talk about Bonfire Night and Christmas in the past

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Spring Provision – Dinosaurs Rock and Once Upon a Time	
Events beyond living memory- dinosaurs The lives of significant individuals- Significant historic events-	
Check Point 2 March	Check Point 2 March
I can tell you a fact about dinosaurs. I can name some dinosaurs. I can talk about some similarities and differences between dinosaurs.	Using books, with help, I can show you an object from the past. Using books, I can show you an object from the past. Using books, I can tell you about an object from the past.
Summer Provision – Ready, Steady, Grow and Up, Up and Away	
Changes within living memory- Holidays in the past Events beyond living memory- Grandparents'/parents' holidays/holidays when a baby Significant historic events- Transport in the past	
Check Point 3 July	Check Point 3 July
I can say which is now and which is in the past. I can use pictures to support talk about holidays in the past and compare with holidays today. I can talk about holidays in the past and compare with holidays today.	I can tell you something that happened before I was born. I know that things something that happened before I was born and I can talk about some events. I can talk about similarities and differences between now and the past.
ELG	
• Talk about the lives of the people around them and their roles in society. (Incredible Me) • Know some similarities and differences between things in the past and now, drawing on their experiences and whathas been read in class. (Dinosaurs Rock / Up, Up and Away) • Understand the past through settings, characters and events encountered in books read in class and storytelling. (Once Upon a Time)	

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Bridging EYFS and Key Stage 1 - History

Organisation of knowledge	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
Relevant ELG	**ELG: Past and present** - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	**ELG: People, culture and communities** - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. **ELG: Being imaginative and expressive** - Invent, adapt and recount narratives and stories with peers and their teacher **ELG: Past and present** - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	**ELG: Listening** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding **ELG: Speaking** - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. **ELG: Past and present** - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	**ELG: Past and present** - Understand the past through settings, characters and events encountered in books read in class and storytelling
KS1 readiness objectives	• Use words associated with the past including yesterday, last week, last year • Use past tense when speaking about things that happened in the past	• Share their memories of significant events in their own lives. • Talk about things that have changed. • Begin to put these events in order	• Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. • Begin to put events in order.	• Talk about the order of events in a range of familiar stories. • Recognise language in stories that shows the story happened in the past.

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Key Stage 1

Year 1/2 (A) 2026-2027			
	Autumn	**Spring**	**Summer**
Theme	Shiver Me Timbers	Growing, Growing, Grown	Animal Explorers
Enquiry Question	What is a pirate?	How do we explore growing?	Where are the wild things?
Knowledge/ Understanding	Blackbeard and Grace O'Malley Sir Francis Drake	Monarchy Heritage Week	[Science/geography focus]
National Curriculum Area of Study	***KUWWH:*** *Lives of* ***significant individuals*** *who have contributed to national and international achievements.*	***KUBH:*** ***Changes*** *within living memory* ***LH:*** *Significant historical events, people and places in* ***own locality***	N/A
Substantive Concepts	**Conflict** **Settlement** **Exploration**	**Parliament** **Empire** **Settlement** **Agriculture** **Civilisation**	
Progression of procedural knowledge **(Chris Quigley Milestones)**	**IIP:** B1, B2, B4 **BOWH:** B6, B7 **UC:** **CH:**	**IIP:** B1, B2, B3 **BOWH:** B5, B6, **UC: B7,** B8, B9, B10, B11 **CH:** B12, B13, B14	**IIP:** **BOWH:** **UC:** **CH:**

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Year 1/2 (B) 2027 - 2028			
	Autumn	**Spring**	**Summer**
Theme	Happily Ever After	Oh, I do like to be beside the seaside	Step into Summer
Enquiry Question	How do people live happily ever after?	What is it like beside the seaside?	How has Crayke changed over time?
Knowledge/ Understanding	Life in a Castle, Medieval Times Guy Fawkes and the Gunpowder Plot	Grace Darling and other great sea rescues; RNLI Contrast with Mary Seacole	History of Crayke
National Curriculum Area of Study	***KUWWH:*** ***Events beyond living memory*** *that are significant globally or nationally* ***KUWWH:*** *Lives of* ***significant individuals*** *who have contributed to national and international achievements.*	***KUWWH:*** *Lives of* ***significant individuals*** *who have contributed to national and international achievements.* ***KUWWH:*** ***Events beyond living memory*** *that are significant globally or nationally*	***LH:*** *Significant historical events, people and places in* ***own locality*** ***KUBH:*** ***Changes*** *within living memory*
Substantive Concepts	**Peasantry** **Parliament** **Conflict**	**Exploration** **Civilisation** **Culture**	**Settlement** **Agriculture** **Civilisation**
Progression of procedural knowledge (Chris Quigley Milestones)	**IIP:** B1, B2, B3, B4 **BOWH:** B5, B7, **UC:** B11 **CH:** B12	**IIP:** B1, B2, B3, B4 **BOWH:** B5, B6, B7 **UC:** B8, B9, B11 **CH:** B12	**IIP:** B1, B2, B3, B4 **BOWH:** B5, B7 **UC:** B11 **CH:** B12

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Lower Key Stage 2

Year 3/4 (A) 2026 - 2027			
	Autumn	**Spring**	**Summer**
Theme	Through the Ages	The Inventing Room	Radical Romans
Enquiry Question	How did life change through the Stone, Bronze + Iron Ages?	How did the invention of chocolate change York?	How did the Romans impact Britain?
Knowledge/ Understanding	Changes in Britain from the **Stone Age** to the Iron Age Including focus on Otzi Ice Man (sources of evidence)	**Local history –** York (Joseph Rowntree, Terry family, local study – New Earswick) Industrial revolution	The **Roman Empire** and its impact on Britain
National Curriculum Area of Study	***KUBH:*** *Changes in Britain from the Stone Age to the Iron Age*	***LH:*** *A local study* ***KUBH:*** *Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*	***KUBH:*** *The Roman Empire and its impact on Britain*
Substantive Concepts	**Agriculture Civilisation Invention**	**Invention Settlement Civilisation**	**Empire Conquest Conflict Culture**
Progression of procedural knowledge (Chris Quigley Milestones)	**IIP:** H1, H2, **BOWH:** H9, H10 **UC:** H11, H12, H13 **CH:** H14, H15	**IIP:** **BOWH:** H6 **UC:** **CH:**	**IIP:** H5 **BOWH:** **UC:** **CH:**

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Year 3/4 (B) 2027 - 2028			
	Autumn	**Spring**	**Summer**
Theme	Our Blue Planet	Tales from Dragon Mountain	Pharaohs, Farms and Feasts
Enquiry Question	How can we care for our Blue Planet?	Why do people live on volcanoes and mountains?	What can we learn from what the Ancient Egyptians left behind?
Knowledge/ Understanding	Changes in locality (compare Crayke to Lake District) **[Geography main focus]**	Sources of evidence (Mary Anning) **[Science/geog main focus]**	Earliest civilizations - **Ancient Egypt**
National Curriculum Area of Study	***LH:*** *A local study*		***KUWWH:*** *The achievements of the earliest civilisations*
Substantive Concepts	**Settlement** **Agriculture** **Civilisation**	**Exploration** **Civilisation** **Settlement**	**Technology** **Agriculture** **Invention** **Culture**
Progression of procedural knowledge (Chris Quigley Milestones)	**IIP:** **BOWH:** H6, H7 **UC:** H12 **CH:**	**IIP:** H1 **BOWH:** H7 **UC:** H12 **CH:**	**IIP:** H1, H2, H3, H4, H5 **BOWH:** H7, H8, H9, H10 **UC:** H11, H12, H13 **CH:** H14, H15

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Upper Key Stage 2

Year 5/6 (A) 2026 - 2027			
	Autumn	**Spring**	**Summer**
Theme	A Child's War	A Taste of Tuscany	Riches in the Rainforest
Enquiry Question	What was life like for children growing up in Britain during WW2?	What do Tuscany and North Yorkshire have in common?	How did the rainforest support the Maya?
Knowledge/ Understanding	**WW2** - including Remembrance	**Local history** (Compare North Yorkshire to Tuscany)	**Mayan civilization**
National Curriculum Area of Study	***KUBH:*** *An aspect or theme in* British history that extends pupils' chronological knowledge beyond 1066	***LH:*** *A local study*	***KUWWH:*** Non-European society that provides contrast with British history
Substantive Concepts	**Conflict Empire Parliament Technology**	**Settlement Agriculture Civilisation Culture**	**Civilisation Culture Technology Settlement**
Progression of procedural knowledge (Chris Quigley Milestones)	**IIP:** O1, O2, O3, O4, O5, O6, O7 **BOWH:** O8, O12, **UC:** O13, O15, O16 **CH:** O17, O18, O19	**IIP:** 01 **BOWH:** O8, 010, 011 **UC: 016** **CH:** 018, 019	**IIP:** O1, O3, O6 **BOWH:** O10, O11 **UC:** O13, O15, O16 **CH:** O17, O18, O19

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Year 5/6 (B) 2027 - 2028			
	Autumn	**Spring**	**Summer**
Theme	It's All Greek to Me	Into the Darkness…	Journeys
Enquiry Question	Can we thank the Ancient Greeks for anything in our lives today?	What was it like to live in the Dark Ages?	How can we think about different areas of our life and our world as journeys?
Knowledge/ Understanding	**Ancient Greece**	Britain's settlement by **Anglo-Saxons**	**Viking** and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
National Curriculum Area of Study	***KUWWH:*** Ancient Greece	***KUBH:*** Britain's settlement by **Anglo-Saxons**	***KUBH:*** **Viking** and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Substantive Concepts	**Empire** **Invention** **Technology** **Culture**	**Agriculture** **Conquest** **Settlement** **Peasantry**	**Exploration** **Conflict** **Conquest** **Peasantry**
Progression of procedural knowledge (Chris Quigley Milestones)	**IIP:** O1, O3, O6 **BOWH:** O10, O11 **UC:** O13, O14, O15, O16 **CH:** O17, O18, O19	**IIP:** O1, O2, O3, O4, O6, O7 **BOWH:** O8, O9, O10,O11 O12 **UC:** O15, O16 **CH:** O17, O18, O19	**IIP:** O1, 03, 06, **BOWH:** 08, 09, 010, 011 **UC:** 013, 014, 015, 016 **CH:** 017, 018, 019

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Child A's History Journey Through Crayke School		
Year 1	Autumn	Pirates – Blackbeard and Grace O'Malley
	Spring	Growing – Monarchy
	Summer	Animals – No history focus
Year 2	Autumn	Castles and Gunpowder Plot
	Spring	Grace Darling
	Summer	Crayke local study
Year 3	Autumn	Stone, Bronze and Iron Age
	Spring	York / Industrial Revolution
	Summer	Romans
Year 4	Autumn	Blue Planet – changes in locality
	Spring	Mountaineers – no history focus
	Summer	Ancient Egypt
Year 5	Autumn	World War 2
	Spring	Local study – North Yorkshire
	Summer	Mayans
Year 6	Autumn	Ancient Greece
	Spring	Anglo-Saxons
	Summer	Vikings

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Child B's History Journey Through Crayke School		
Year 1	Autumn	Castles and Gunpowder Plot
	Spring	Grace Darling
	Summer	Crayke local study
Year 2	Autumn	Pirates – Blackbeard and Grace O'Malley
	Spring	Growing – Monarchy
	Summer	Animals – No history focus
Year 3	Autumn	Blue Planet – changes in locality
	Spring	Mountaineers – no history focus
	Summer	Ancient Egypt
Year 4	Autumn	Stone, Bronze and Iron Age
	Spring	York / Industrial Revolution
	Summer	Romans
Year 5	Autumn	Ancient Greece
	Spring	Anglo-Saxons
	Summer	Vikings
Year 6	Autumn	World War 2
	Spring	Local study – North Yorkshire
	Summer	Mayans

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Substantive Concepts		Empire	Civilisation	Peasantry	Parliament	Settlement	Conquest	Exploration	Invention	Conflict	Agriculture	Technology	Culture
Year 1/2	Autumn A					✓		✓		✓			
	Spring A	✓	✓		✓			✓			✓		
	Summer A												
	Autumn B			✓	✓					✓			
	Spring B		✓					✓					✓
	Summer B		✓			✓					✓		
Year 3/4	Autumn A		✓						✓		✓		
	Spring A		✓			✓			✓				
	Summer A	✓					✓			✓			✓
	Autumn B		✓			✓					✓		
	Spring B		✓			✓		✓					
	Summer B								✓		✓	✓	✓
Year 5/6	Autumn A	✓	✓							✓		✓	
	Spring A		✓			✓					✓		✓
	Summer A		✓			✓						✓	✓
	Autumn B	✓							✓			✓	✓
	Spring B			✓		✓	✓				✓		
	Summer B			✓			✓	✓		✓			

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Threshold concept	Milestone 1 (Beech - Year 1/2)			Milestone 2 (Holly - Year 3/4)			Milestone 3 (Oak - Year 5/6)		
Investigate and interpret the past (IIP) This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	**B1** Observe or handle evidence to ask questions and find answers to questions about the past.			**H1** Use evidence to ask questions and find answers to questions about the past.			**O1** Use sources of evidence to deduce information about the past.		
	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
	B2 Ask questions such as: What was it like for people? What happened? How long ago?			**H2** Suggest suitable sources of evidence for historical enquiries.			**O2** Select suitable sources of evidence, giving reasons for choices.		
	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
	B3 Use artefacts, pictures, stories, online sources and databases to find out about the past.			**H3** Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.			**O3** Use sources of information to form testable hypotheses about the past.		
	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

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

	B4 Identify some of the different ways the past has been represented.			**H4** Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.			**O4** Seek out and analyse a wide range of evidence in order to justify claims about the past.		
	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
				H5 Suggest causes and consequences of some of the main events and changes in history.			**O5** Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.		
				AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
				AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
							O6 Understand that no single source of evidence gives the full answer to questions about the past.		
							AUT A	SPR A	SUM A
							AUT B	SPR B	SUM B
							O7 Refine lines of enquiry as appropriate.		
							AUT A	SPR A	SUM A
							AUT B	SPR B	SUM B

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

<table>
<tr><th>Threshold concept</th><th colspan="3">Milestone 1
(Beech - Year 1/2)</th><th colspan="3">Milestone 2
(Holly - Year 3/4)</th><th colspan="3">Milestone 3
(Oak - Year 5/6)</th></tr>
<tr><td rowspan="11">• Build an overview of world history (BOWH)

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</td><td colspan="3">B5 Describe historical events.</td><td colspan="3">H6 Describe changes that have happened in the locality of the school throughout history.</td><td colspan="3">O8 Identify continuity and change in the history of the locality of the school.</td></tr>
<tr><td>AUT A</td><td>SPR A</td><td>SUM A</td><td>AUT A</td><td>SPR A</td><td>SUM A</td><td>AUT A</td><td>SPR A</td><td>SUM A</td></tr>
<tr><td>AUT B</td><td>SPR B</td><td>SUM B</td><td>AUT B</td><td>SPR B</td><td>SUM B</td><td>AUT B</td><td>SPR B</td><td>SUM B</td></tr>
<tr><td colspan="3">B6 Describe significant people from the past.</td><td colspan="3">H7 Give a broad overview of life in Britain from ancient until medieval times.</td><td colspan="3">O9 Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</td></tr>
<tr><td>AUT A</td><td>SPR A</td><td>SUM A</td><td>AUT A</td><td>SPR A</td><td>SUM A</td><td>AUT A</td><td>SPR A</td><td>SUM A</td></tr>
<tr><td>AUT B</td><td>SPR B</td><td>SUM B</td><td>AUT B</td><td>SPR B</td><td>SUM B</td><td>AUT B</td><td>SPR B</td><td>SUM B</td></tr>
<tr><td colspan="3">B7 Recognise that there are reasons why people in the past acted as they did.</td><td colspan="3">H8 Compare some of the times studied with those of other areas of interest around the world.</td><td colspan="3">O10 Compare some of the times studied with those of the other areas of interest around the world.</td></tr>
<tr><td>AUT A</td><td>SPR A</td><td>SUM A</td><td>AUT A</td><td>SPR A</td><td>SUM A</td><td>AUT A</td><td>SPR A</td><td>SUM A</td></tr>
<tr><td>AUT B</td><td>SPR B</td><td>SUM B</td><td>AUT B</td><td>SPR B</td><td>SUM B</td><td>AUT B</td><td>SPR B</td><td>SUM B</td></tr>
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Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

	H9 Describe the social, ethnic, cultural or religious diversity of past society.			**O11** Describe the social, ethnic, cultural or religious diversity of past society.		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B
	H10 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.			**O12** Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		
	AUT A	SPR A	SUM A	AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B	AUT B	SPR B	SUM B

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Threshold concept	Milestone 1 (Beech - Year 1/2)			Milestone 2 (Holly - Year 3/4)			Milestone 3 (Oak - Year 5/6)		
• **Understand chronology (UC)** 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.	**B8** Place events and artefacts in order on a time line.			**H11** Place events, artefacts and historical figures on a time line using dates.			**O13** Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).		
	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
	B9 Label time lines with words or phrases such as: past, present, older and newer.			**H12** Understand the concept of change over time, representing this, along with evidence, on a time line.			**O14** Identify periods of rapid change in history and contrast them with times of relatively little change.		
	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
	B10 Recount changes that have occurred in their own lives.			**H13** Use dates and terms to describe events.			**O15** Understand the concepts of continuity and change over time, 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

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

	B11 Use dates where appropriate.				**O16** Use dates and terms accurately in describing events.		
	AUT A	SPR A	SUM A		AUT A	SPR A	SUM A
	AUT B	SPR B	SUM B		AUT B	SPR B	SUM B

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

<table>
<tr><th>Threshold concept</th><th colspan="3">Milestone 1
(Beech - Year 1/2)</th><th colspan="3">Milestone 2
(Holly - Year 3/4)</th><th colspan="3">Milestone 3
(Oak - Year 5/6)</th></tr>
<tr><td rowspan="5">• Communicate historically (CH)

This concept involves using historical vocabulary and techniques to convey information about the past.</td><td colspan="3">B12 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.</td><td colspan="3">H14 Use appropriate historical vocabulary to communicate, including:
• dates
• time period
• era
• change
• chronology.</td><td colspan="3">O17 Use appropriate historical vocabulary to communicate, including:
• dates
• time period
• era
• chronology
• continuity
• change
• century
• decade
• legacy.</td></tr>
<tr><td>AUT A</td><td>SPR A</td><td>SUM A</td><td>AUT A</td><td>SPR A</td><td>SUM A</td><td>AUT A</td><td>SPR A</td><td>SUM A</td></tr>
<tr><td>AUT B</td><td>SPR B</td><td>SUM B</td><td>AUT B</td><td>SPR B</td><td>SUM B</td><td>AUT B</td><td>SPR B</td><td>SUM B</td></tr>
<tr><td colspan="3">B13 Show an understanding of the concept of nation and a nation's history.</td><td colspan="3">H15 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</td><td colspan="3">O18 Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past</td></tr>
</table>

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

	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
	B14 Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.						**O19** Use original ways to present information and ideas.		
	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

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Key Stage 1

Knowledge / understanding of British history

- ❑ Changes within living memory - used, where appropriate, to reveal changes in national life

  See also wider world history

Local history

- ❑ Significant historical events, people and places in their own locality

Knowledge / understanding of wider world history

- ❑ Events from beyond living memory that are significant nationally or globally
- ❑ Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

The ability / disposition to:

- ❑ Be aware of the past, using common words & phrases relating to time
- ❑ Fit people/events into chronological framework
- ❑ Identify similarities / differences between periods
- ❑ Use wide vocabulary of everyday historical terms
- ❑ Ask and answer questions
- ❑ Choose and use from stories and other sources to show understanding
- ❑ Understand some ways we find out about the past
- ❑ Identify different ways in which past is represented

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Key Stage 2 The following areas of study taught through a combination of overview and depth studies

Knowledge / understanding of British history

- ❑ Changes in Britain from the Stone Age to the Iron Age
- ❑ The Roman Empire and its impact on Britain
- ❑ Britain's settlement by Anglo-Saxons and Scots
- ❑ Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
- ❑ An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066

Local history

- ❑ A local study

Knowledge / understanding of wider world history

- ❑ The achievements of the earliest civilizations; depth study of one of:
  - Sumer
  - Indus Valley
  - Egypt
  - Shang Dynasty
- ❑ Ancient Greece – life, achievements, influence
- ❑ Non-European society that contrasts with British history. One of:
  - early Islamic civilizations inc study of Baghdad c 900AD
  - Mayan civilization c. 900 AD
  - Benin (west Africa) c. 900-1300

The ability / disposition to:

- ❑ Continue to develop chronologically secure knowledge of history
- ❑ Establish clear narratives within and across periods studied
- ❑ Note connections, contrasts and trends over time
- ❑ Develop the appropriate use of historical terms
- ❑ Regularly address and sometimes devise historically valid questions
- ❑ Understand how knowledge of the past is constructed from a range of sources
- ❑ Construct informed responses by selecting and organising relevant historical information
- ❑ *Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)*

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Key Stage 3 The following areas of study taught through a combination of overview and depth studies

Knowledge / understanding of British history

- ❑ Development of Church, state and society 1066-1509
- ❑ Development of Church, state and society 1509-1745
- ❑ Ideas, political power, industry and empire 1745-1901
- ❑ Challenges to Britain, Europe and the wider world 1901 to present day(including the Holocaust)
- ❑ An aspect or theme of British history that consolidates and extends pupils' chronological knowledge from before 1066

Local history

- ❑ A local study

Knowledge / understanding of wider world history

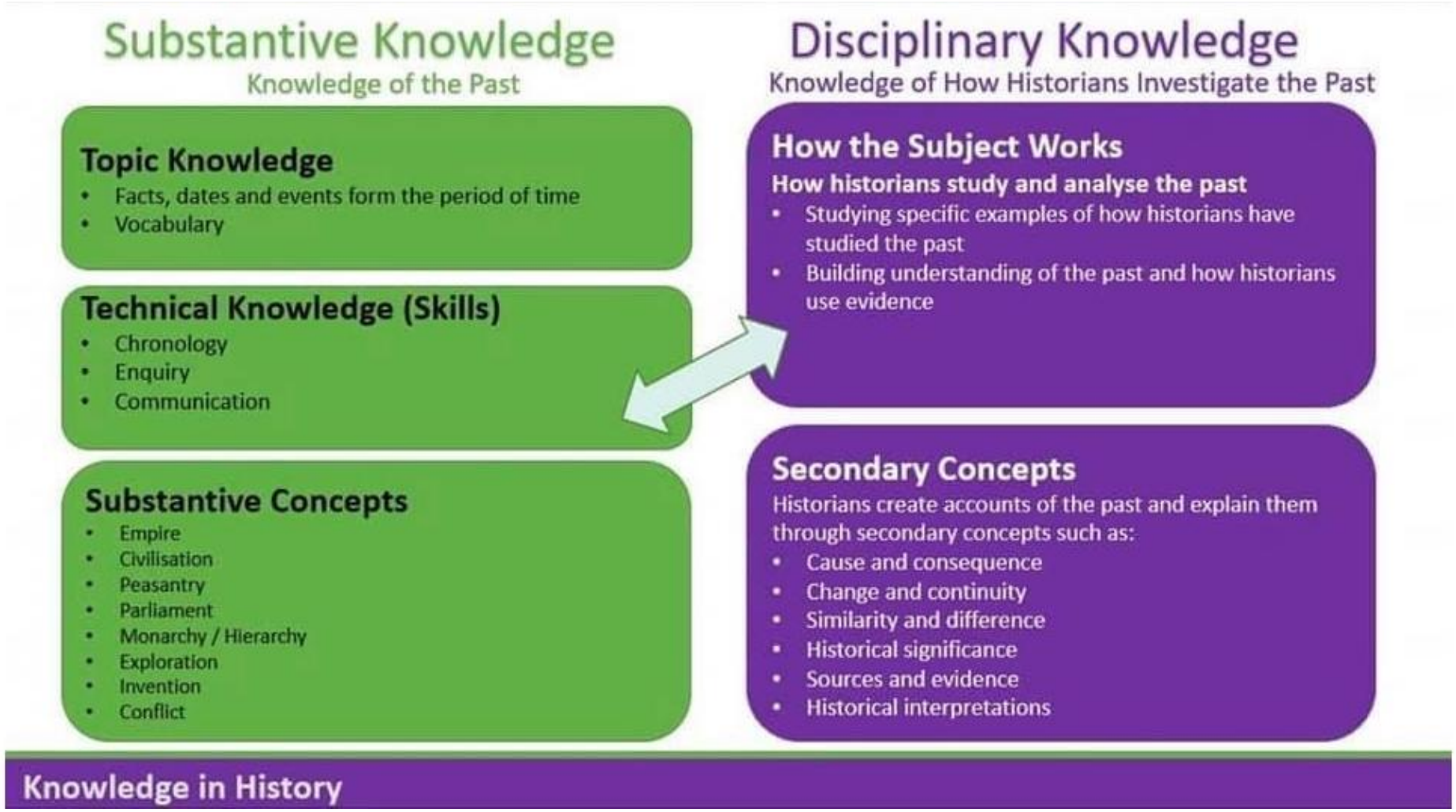
- ❑ At least one study of a significant society or issue in world history and its connections with wider world developments

(See also British history)

The ability / disposition to:

- ❑ Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning
- ❑ Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
- ❑ Use historical terms and concepts in increasingly sophisticated ways
- ❑ Pursue historically valid enquiries including some they have framed
- ❑ Create relevant, structured and evidentially supported accounts
- ❑ Understand how different types of sources are used rigorously to make historical claims
- ❑ Discern how and why contrasting arguments and interpretations of the past have been constructed

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY



Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Vocabulary Progression: History

The following represents the core vocabulary introduced in each year group but is not an exhaustive list and subject specific vocabulary will be introduced in line with subject areas.

The following vocabulary is introduced in Reception	
new	produced or recently discovered for the first time discovered,
old	made or created a long time ago
past	time which is not now
years	a period of 365 days
The following vocabulary is introduced in Year 1/2	
artefact	a historical object
castle	a large building to protect against an attack
century	100 years
change	make some thing or someone different
chronological	in time order
conflict	a serious disagreement or argument
decade	10 years
democracy	a government whose power rests with the people
difference	things which have changed
enquiry	the act of asking for information
evidence	something which proves or disproves
eyewitness	somebody who saw something first hand
explorer	a person who explores a new or unfamiliar area
famous	well-known for a reason
locality	a place where something happened
	the time from 500 to 1500 AD

Medieval	the royal family, with a King or Queen
monarchy	a group of people who oversee a country and make laws
Parliament	leading in a time gone by
past	right now
present	a member of a royal family – related to a King or Queen
royal	
The following vocabulary is introduced in Year 3/4	
accurate	reliable and truthful
ancient	belonging to the very distant past
AD	after the birth of Jesus
archaeologist	somebody who searches for information about the past
BC	before the birth of Jesus
customs	a regular pattern of behaviour
culture	social change
development	a change over time
invasion	an act of invading by a hostile army
invaders	a hostile army
prehistoric	relating to or denoting the period before written records
society	a group of people living together
settlement	a community of people
settlers	people who choose to settle in a place
version	a particular form of something

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

The following vocabulary is introduced in Year 5/6	
advancements	the process of promoting a cause or plan
civilisations	a powerful stage of human, social or cultural activity
comparison	comparing two or more things against each other
empire	an extensive group of countries or states ruled by a single monarch
hypothesis	a prediction based on evidence
interpretations	the thinking created by people exploring evidence
misinformation	false information
propaganda	information, often biased, used for political gain able to be trusted
reliable views	personal thinking of people or a person

Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview - HISTORY

Substantive Concepts - Definitions

Abbey: a large monastery
Abdicate: run away or resign from a formal position (eg a monarchy)
Abolition: banning/put an end to something Activists: people acting to bring about change (eg political or social)
Agricultural: things to do with farming
Alliance: an agreement between two or more parties to support each other
Archbishop: a powerful church leader
Aristocracy: the highest class in certain societies, typically comprising people of noble birth holding hereditary titles and offices.
Archers: members of the army who used long bows/cross bows to fire arrows at the enemy
Army: an organised military force equipped for fighting on land.
Arms race: a race between countries to build up the biggest army with the best weapons
Assassinate: to kill a public figure (eg politician or monarch)
Authority: the power or right to give orders, make decisions, and enforce obedience
Authority: a person or organisation which has political or administrative power and control.
Autocracy: a system of government by one person with absolute power.

Baron: a powerful lord who was granted land by the king
Battle: a single fight between two or more armies, it could last from a few hours to several days
Border: a line separating two countries.
Boycott: refuse to use or buy

Campaign: a series of military operations intended to achieve a goal, confined to a particular area, or involving a specified type of fighting.
Campaign: an organised course of action to achieve a goal e.g. win an election
Capitalism: an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.
Cavalry: a section of an army on horseback usually leads the charge in a battle
Censored: controlled or banned
Chivalry: the medieval knightly system with its religious, moral, and social code.
Church: institutionalised religion as a political or social force.
Church: a building used for public Christian worship.
Civil liberties: the state of being subject only to laws established for the good of the community, especially with regard to freedom of action and speech.
Civil Rights: the rights of citizens to political and social freedom and equality.
Civil War: a war between citizens of the same country.
Civilian: a person not in the armed services or the police force.
Class: a system of ordering society whereby people are divided into sets based on perceived social or economic status.
Clergy: all the people appointed to do religious duties e.g. priests, monks, nuns
Colonialism: the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
Colony: a country or area under the full or partial political control of another country and occupied by settlers from that country.
Communism: a theory or system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs.

Conflict: a prolonged armed struggle.
Conquest: taking control of a place or people by military force.
Coronation: the ceremony of crowning a sovereign
Court: the courtiers and household of a sovereign.
Conservative: averse to change or innovation and holding traditional values.
Constitution: a body of fundamental principles or established precedents according to which a state or other organisation is acknowledged to be governed.
Culture: the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.

Democracy: a system of government where the whole population has the right to vote for their government in regular elections
Dictator: a ruler with total power over a country, typically one who has obtained control by force.
Dictatorship: a form of government where a country is entirely controlled by one person
Diplomacy: the profession, activity, or skill of managing international relations, typically by a country's representatives abroad.
Doctrine: a belief or set of beliefs held and taught by a Church, political party, or other group.

Earl: a powerful noble man
Earldom: the territory governed by an earl.
Economic sanction: commercial and financial penalties applied by one or more countries against a targeted country, group, or individual Emperor: a sovereign ruler of an empire.
Empire: an extensive group of states or countries ruled over by a single monarch or a sovereign state.
Enemy: a person who is actively opposed or hostile to someone or something.
Export: transporting and selling goods that are made in Britain abroad

Famine: extreme scarcity of food.
Feminism: the advocacy of women's rights on the ground of the equality of the sexes.
Feudal: absurdly outdated or old-fashioned.
Front line: the land nearest the enemy, where the fighting takes place
Fundamentalism: a form of a religion, especially Islam or Protestant Christianity, that upholds belief in the strict, literal interpretation of scripture.

General: a commander of an army, or an army officer of very high rank.
Gentry: people of good social position, specifically the class of people next below the nobility in position and birth.

Heir: the next in line to the throne
Heresy: belief or opinion contrary to orthodox religious (especially Christian) doctrine.
Heretic: a person believing in or practising religious heresy.
Hierarchy: a system in which members of an organisation or society are ranked according to relative status or authority.
Holy war: a war declared or waged in support of a religious cause.
House of Commons: representatives of ordinary people in Parliament
Human rights: the basic rights and freedoms to which all humans should be entitled

Import: when goods are brought into Britain from abroad
Indoctrinated: brainwashed into thinking a certain way
Immigration: the action of coming to live permanently in a foreign country.
Imperialism: a policy of extending a country's power and influence through colonization, use of military force, or other means.

Industrialisation: the development of industries in a country or region on a wide scale.
Invade: to bring an army into a country to try and control it

Judiciary: the judicial authorities of a country; judges collectively.

King: the male ruler of an independent state, especially one who inherits the position by right of birth
Knights: men who promised to fight for their lord Latin- an ancient Roman language, still popular in the Middle Ages
Liberal: willing to respect or accept behaviour or opinions different from one's own; open to new ideas.
Liberty: the state of being free within society from oppressive restrictions imposed by authority on one's behaviour or political views.
Limited Monarchy: A government in which a monarch agrees to share power with a parliament and abide by a constitution; also known as a constitutional monarchy.
Loyalty: faithfulness; if a person promised loyalty, they promised to support someone

Medieval / Middle Ages: a period of time, usually from around AD 1000-1500
Merchant: a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying goods to a particular trade.
Middle Class: the social group between the upper and working classes, including professional and business people and their families.
Migration: movement of people to a new area or country in order to find work or better living conditions.
Military: movement of people to a new area or country in order to find work or better living conditions.
Minority: the number of votes cast for or by the smaller party in a government

Minority: a small group of people within a community or country, differing from the main population in race, religion, language, or political persuasion.
Monarch: the King or Queen Monarchy: a form of government with a monarch at the head.
Monastery: A building where monks live
Monk: a member of a religious community of men typically living under vows of poverty, chastity, and obedience.
Munitions: weapons and ammunition

Nation: a large body of people united by common descent, history, culture, or language, inhabiting a particular state or territory.
Nationalism: an extreme form of patriotism marked by a feeling of superiority over other countries.
Nationality: the status of belonging to a particular nation.
Navy: the branch of the armed services of a state which conducts military operations at sea.
Neutral: a country is neutral if it does not side with countries involved in a conflict
Nobility: the quality of belonging to the aristocracy.

Pact: a formal agreement between countries/nations, a treaty
Parliament: the body of Lords and Commons set up to rule the country in the UK
Patriot: a person who vigorously supports their country and is prepared to defend it against enemies or detractors.
Peace: a state or period in which there is no war or a war has ended.
Persecution: the regular mistreatment of one group of people by another group
Peasant: a poor smallholder or agricultural labourer of low social status
Pilgrimage: a journey to a place of particular interest or significance.
Prime Minister: the head of an elected government; the principal minister of a sovereign or state.

Propaganda: Information, usually false or misleading, given out to spread a certain point of view
Public: ordinary people in general; the community.

Queen: the female ruler of an independent state, especially one who inherits the position by right of birth.

Racism: prejudice or discrimination directed against someone of a different race based on the belief that one's own race is superior.
Reform: make changes in (something, especially an institution or practice) in order to improve it.
Regent: a person appointed to administer a state because the monarch is a minor or is absent or incapacitated.
Religion: a particular system of faith and worship.
Republic: a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch.
Resistance: the use of force or violence to oppose someone or something.
Retreating- an army that is retreating is going back because they realise they cannot win the battle
Revolt- another word for rebellion or uprising
Revolution: a dramatic and wide-reaching change in conditions, attitudes, or operation.
Rights: a moral or legal entitlement to have or do something.
Ruler: a person exercising government.

Saint: a person who, after they have died, is considered by the Church to be especially good
Slave: a person who is the legal property of another and is forced to obey them.
Society: people living together in a more or less ordered community.

Sovereignty: the authority of a state to govern itself or another state. State: a nation or territory considered as an organized political community under one government.
Suffrage: the right to vote in political elections.

Tax: a compulsory contribution to state revenue, levied by the government on workers' income and business profits, or added to the cost of some goods, services, and transactions.
Technology: machinery and equipment developed from the application of scientific knowledge.
Terrorism: the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.
Total war: war that affected the whole country, not just the soldiers fighting but the people back at home
Trade: the action of buying and selling goods and services.
Trade union: an organised association of workers in a trade, group of trades, or profession, formed to protect and further their rights and interests.
Treason: to do something against the monarch such as try and take over or kill them
Treaty: a formally concluded and ratified agreement between states.
Tyranny: cruel and oppressive government or rule.

Usurper: a person who takes a position of power or importance illegally or by force.

Voyage: a long journey involving travel by sea or in space.

War: a state of armed conflict between different countries or different groups within a country.
Working Class: the social group consisting of people who are employed for wages, especially in manual or industrial work.