

Our Vision

- Explore
- Enquire
- Interpret
- Understand

Through understanding the past, we shape the future.



St. Stephen's R.C Primary School

Every Child, Every Chance, Every Day

HISTORY

Progression

Through history, children develop curiosity, enquiry and understanding of the people, events and civilisations that shaped our world.

Our Mission



Love one another,
as I have loved you.

John 15:12



STONE AGE
TO IRON AGE



ANCIENT
GREECE



ROMAN
EMPIRE



VIKINGS AND
ANGLO-SAXONS



MEDIEVAL
BRITAIN



TUDORS



INDUSTRIAL
REVOLUTION



WORLD WARS
1900-1945



BRITAIN SINCE
1945



CHRONOLOGY
Understand the order in which events happened.



CAUSE & CONSEQUENCE
Understand why events happened and what happened as a result.



CHANGE & CONTINUITY
Understand how things have changed or stayed the same.



EVIDENCE
Investigate sources and use evidence to build understanding.



INTERPRETATION
Explore different opinions and make meaning from the past.

Our CARES Values



COMPASSION
We show love and care for one another.



AMBITION
We aim high and strive to achieve.



REJOICE
We celebrate our faith and the achievements of all.



EXCELLENCE
We give our best in everything we do.



SERVICE
We serve others and make a difference.

“ The more you know about the past, the better prepared you are for the future. ”



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HISTORY

INTENT

Our Intent

At St Stephen's RC Primary School, our history curriculum develops children's **curiosity** about the past and helps them to understand how history shapes the world we live in today.

Through a **concept-based curriculum**, children explore key ideas that run through history, enabling them to make connections, think critically and develop a deep understanding that sticks in their long-term memory. Children learn through **enquiry**, asking and answering meaningful questions, investigating **evidence** and building well-reasoned **interpretations**.

We celebrate the diverse heritage of our school and wider community and ensure that our curriculum reflects the contribution of different people, groups and civilisations. Our curriculum is rooted in our **Catholic values** and seeks to develop children who are respectful, responsible and empathetic citizens.

By experiencing rich and purposeful learning opportunities, children gain the knowledge, skills and understanding to become **confident historians** who can explain the past and think about the future.

HISTORY IN ACTION



ASK QUESTIONS

We ask questions about the past and its impact.



EXPLORE SOURCES

We explore a range of sources to find out about the past.



EVALUATE EVIDENCE

We evaluate sources and use evidence carefully.



CONSIDER PERSPECTIVES

We think about different points of view.



UNDERSTAND THE MODERN WORLD

We understand how the past helps shape our world today.



CURIOUS

We want children to be curious about the past and ask questions.



ENQUIRING

We want children to explore and investigate with enthusiasm.



ANALYTICAL

We want children to think critically and make connections.



REFLECTIVE

We want children to consider different perspectives and learn from the past.



INFORMED CITIZENS

We want children to be responsible citizens who shape a better future.

THE HISTORIAN'S TOOLKIT



CHRONOLOGY

Understand the order in which events happened.



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HISTORY

CURRICULUM DESIGN

HOW HISTORIANS THINK, QUESTION AND UNDERSTAND

THE HISTORIAN'S JOURNEY

Children develop the skills, knowledge and understanding to become confident historians.



★ This enquiry process is revisited and developed at every stage, empowering children as thinkers, questioners and problem solvers. ★

SOLO PROGRESSION: DEVELOPING HISTORICAL THINKING



Our Curriculum Design

- Knowledge-rich curriculum**
We build deep knowledge of key events, people and civilisations across time.
- Ambitious vocabulary**
We develop disciplinary vocabulary so children can think, speak and write like historians.
- Historical enquiry**
We encourage children to ask questions, investigate sources and seek the truth.
- Progressive concepts**
Our key concepts are taught progressively so understanding deepens over time.
- Retrieval and revisiting**
We revisit prior learning so knowledge stays with children in their long-term memory.
- Inclusive for all learners**
Our curriculum is accessible, engaging and ambitious for every child.

THE BIG IDEAS OF HISTORY



CHRONOLOGY

Understanding the order in which events happened and how time is measured.



CAUSE & CONSEQUENCE

Understanding why events happened and what happened as a result.



CHANGE & CONTINUITY

Understanding how things have changed or stayed the same over time.



EVIDENCE

Investigating historical sources and using evidence to build understanding.



INTERPRETATION

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HISTORY KEY CONCEPTS

The Building Blocks of Historical Understanding



CHRONOLOGY

Understanding when events happened.



QUESTIONS TO ASK

- What happened first?
- What came next?
- How long ago was it?



CAUSE & CONSEQUENCE

Understanding why things happened.



QUESTIONS TO ASK

- Why did it happen?
- What changed?
- What were the effects?



CHANGE & CONTINUITY

Understanding what changed and what stayed the same.



QUESTIONS TO ASK

- What changed?
- What stayed the same?
- Why?



EVIDENCE

Understanding how we know about the past.



QUESTIONS TO ASK

- What does this tell us?
- Can we trust it?
- What is missing?



INTERPRETATION

Understanding different viewpoints.



QUESTIONS TO ASK

- Do people agree?
- Why are views different?
- What is the evidence?

A HISTORIAN'S ENQUIRY JOURNEY



ASK

Ask thoughtful historical questions.



INVESTIGATE

Explore sources and gather evidence.



THINK

Analyse evidence and consider different ideas.



JUDGE

Evaluate sources and form judgements.



COMMUNICATE

Share and explain our historical understanding.



UNDERSTAND

Make sense of the past and its impact on the world today.

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HISTORY CONTENT & COVERAGE

Our Journey Through Time

DEVELOPING HISTORIANS



CURIOUS
We wonder about the past.



QUESTIONING
We ask thoughtful historical questions.



INVESTIGATING
We explore sources and find evidence.



EVALUATING
We think carefully about evidence.



COMMUNICATING
We share our ideas and explanations.



UNDERSTANDING
We make sense of the past and its impact on today.

NURSERY



All About Me



Bonfire Night & Remembrance

RECEPTION



Celebrations & Traditions



Explorers & Journeys

YEAR 1



Kings, Queens & Leaders



Great Fire of London

YEAR 2



History of Travel



Suffragette Movement

YEAR 3



Stone Age



Ancient Greece



Roman Empire

YEAR 4



Ancient Egypt



Vikings & Anglo-Saxons



Industrial Revolution

YEAR 5



Ancient Maya



Tudor Monarchy



History of Medicine

YEAR 5



World War II



Crime & Punishment



Women in Parliament Since 1918

WHAT OUR CURRICULUM ENSURES



KNOWLEDGE PROGRESSION
Carefully sequenced learning that builds over time.



HISTORICAL ENQUIRY
Children develop the skills historians use.



VOCABULARY DEVELOPMENT
Rich language helps children think and articulate like historians.



CHRONOLOGICAL UNDERSTANDING
Children develop a secure sense of time.



UNDERSTANDING DIVERSITY
We explore different people, communities and perspectives.



CONNECTIONS ACROSS TIME
Children make links between events, people and ideas across history.

A rich, inspiring curriculum that helps every child become a knowledgeable, curious and confident historian.

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CHRONOLOGY

Understanding when events happened and how they connect across time



STONE AGE

c. 2.5 million BC
- 3000 BC



ANCIENT GREECE

c. 3000 BC
- 146 BC



ROMAN EMPIRE

146 BC
- 410 AD



ANGLO-SAXONS & VIKINGS

410 - 1066



MEDIEVAL BRITAIN

1066 - 1485



TUDORS

1485 - 1603



INDUSTRIAL REVOLUTION

1750 - 1900



WORLD WARS

1914 - 1945



MODERN BRITAIN

1945 -
PRESENT DAY

KEY UNDERSTANDING



Time has a beginning, middle and end.



Events happen in a sequence.



We can measure time in different ways.



The past is different from the present.



History helps us understand our world today.

EYFS

Understand concepts of 'before' and 'after'.

YEAR 1

Sequence events from their own lives.

YEAR 2

Understand chronology within living memory.

YEAR 3

Place ancient civilisations on a timeline.

YEAR 4

Compare periods across centuries.

YEAR 5

Understand overlapping civilisations and periods.

YEAR 6

Construct and interpret complex timelines using a range of evidence.

WHAT THIS LOOKS LIKE IN OUR CLASSROOMS



Sequence events and periods.



Use historical vocabulary confidently.



Understand duration and passing of time.



Compare different periods of history.



Build and use timelines.



Recognise change and continuity over time.

PROGRESSION THROUGH SCHOOL



HISTORICAL VOCABULARY PROGRESSION

EYFS



before
after

YEAR 1



past
present
old • new

YEAR 2



year
recent
long ago

YEAR 3



decade
century
timeline

YEAR 4



chronology
period
era

YEAR 5



duration
simultaneous
overlap

YEAR 6



civilisation
contemporary
continuity



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CAUSE & CONSEQUENCE

Understanding why events happened and what changed because of them



THE CHAIN OF HISTORY



QUESTIONS HISTORIANS ASK

- ? Why did it happen?
- 🔍 What changed?
- ⚖️ What were the consequences?
- 👥 Were all causes equally important?
- ⌚ Did the impact last?

OUR CAUSE & CONSEQUENCE PROGRESSION



WHAT THIS LOOKS LIKE IN OUR CLASSROOMS

- 💡 Explain why events happened.
- 🔍 Identify consequences and their impact.
- 👥 Consider different factors and perspectives.
- ⚖️ Compare significance and importance.
- 🗣️ Make historical judgements and build arguments.
- 📈 Understand how events shape the future.

VOCABULARY PROGRESSION



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CHANGE & CONTINUITY

STONE AGE

ROMAN BRITAIN

VICTORIAN ERA

MODERN DAY

Understanding how the world changes over time

QUESTIONS HISTORIANS ASK

- What changed?
- What stayed the same?
- Why did it change?
- Was the change significant?
- Who was affected?

HISTORY THROUGH TIME

HOMES		TRANSPORT		EDUCATION		HEALTH		RIGHTS & DEMOCRACY	
THEN	NOW	THEN	NOW	THEN	NOW	THEN	NOW	THEN	NOW
What changed?	What stayed the same?	What changed?	What stayed the same?	What changed?	What stayed the same?	What changed?	What stayed the same?	What changed?	What stayed the same?

WHAT THIS LOOKS LIKE IN OUR CLASSROOMS

- Compare different periods.
- Explain change.
- Identify continuity.
- Use evidence to support ideas.
- Make connections.
- Understand the significance of change.

OUR CHANGE & CONTINUITY PROGRESSION



HISTORICAL VOCABULARY PROGRESSION



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EVIDENCE

Investigating the clues that help us understand the past

QUESTIONS HISTORIANS ASK

- What is it?
- Who created it?
- Why was it created?
- Can we trust it?
- What does it tell us?
- What doesn't it tell us?

ARTEFACTS



- What can this tell us?

DOCUMENTS



- Who wrote it? Why?

PHOTOGRAPHS



- What do we notice?

MAPS



- What has changed?

BUILDINGS & MONUMENTS



- What evidence survives?

WHAT THIS LOOKS LIKE IN OUR CLASSROOMS

- Investigate artefacts.
- Analyse sources.
- Compare evidence.
- Ask questions.
- Make inferences.
- Reach conclusions.

OUR EVIDENCE PROGRESSION

EYFS

- Talk about objects from the past.

YEAR 1

- Use simple sources.

YEAR 2

- Ask questions about sources.

YEAR 3

- Identify useful evidence.

YEAR 4

- Compare different sources.

YEAR 5

- Evaluate reliability.

YEAR 6

- Use multiple sources to reach conclusions.

HISTORICAL VOCABULARY PROGRESSION

object



source



artefact



photograph



document



primary source



secondary source



seliable



reliable



bias



interpretation



inference



conclusion



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INTERPRETATION

Understanding why people may view the past differently

QUESTIONS HISTORIANS ASK

- Who created this account?
- Why was it created?
- Does everyone agree?
- What evidence supports it?
- Can interpretations change?
- Which interpretation is strongest?

History is not just what happened... it's how people understood it.

Different people.
Different times.
Different experiences.
Different interpretations.

TOWN CELEBRATES PEACE IN EUROPE!
LONG YEARS OF WAR ARE OVER

★ ONE EVENT – MANY VIEWPOINTS ★

1 ROMAN INVASION OF BRITAIN

ROMAN VIEW	CELTIC VIEW	HISTORIAN VIEW
Bringing civilisation, law, roads and order.	Foreign invaders taking our land and way of life.	A complex event with both positive and negative consequences.

2 TUDOR MONARCHY

ROYAL VIEW	COMMON PEOPLE	MODERN HISTORIANS
Strong leadership, power and stability for the nation.	Hard work, high taxes and strict laws. Life was tough.	Interpretations vary depending on the evidence we use.

3 SUFFRAGETTE MOVEMENT

GOVERNMENT VIEW	PUBLIC VIEW	SUFFRAGETTE VIEW	MODERN VIEW
Disruption and unlawful behaviour. A threat to order.	Some supported them, others thought they went too far.	Fighting for fairness, equality and a voice.	A key turning point in the fight for women's rights.

WHAT THIS LOOKS LIKE IN OUR CLASSROOMS

- Compare different viewpoints.
- Discuss and listen to others.
- Challenge assumptions.
- Debate interpretations.
- Justify opinions with evidence.
- Think critically and reflect.

★ OUR INTERPRETATION PROGRESSION ★



+ HISTORICAL VOCABULARY PROGRESSION +

opinion	viewpoint	belief	perspective	account	interpretation	bias	argument	evidence	evaluation	judgement
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EVIDENCE / SOURCES

Using sources to build historical understanding

QUESTIONS HISTORIANS ASK

-  What is the source?
-  Who created it?
-  When and where was it created?
-  Why was it created?
-  Can we trust it?
-  What does it tell us?
-  What doesn't it tell us?

ARTEFACTS



- Objects from the past
- Tools and weapons
- Clothing and jewellery
- Everyday objects

? What can it tell us about life in the past?

DOCUMENTS & WRITTEN SOURCES



- Letters and diaries
- Official records
- Newspapers and books
- Laws and speeches

? Who wrote it? Why was it written?

PHOTOGRAPHS & IMAGES



- Photographs
- Drawings and paintings
- Posters and cartoons
- Films and videos

? What do we notice? What more can we find out?

MAPS & PLANS



- Old maps
- Settlement plans
- Journey maps
- Battle maps

? What information does it show us?

BUILDINGS & MONUMENTS



- Historic buildings
- Monuments and memorials
- Ruins and remains
- Archaeological sites

? What evidence survives today?

WHAT THIS LOOKS LIKE IN OUR CLASSROOMS

✓ Explore and handle sources



✓ Ask questions about sources

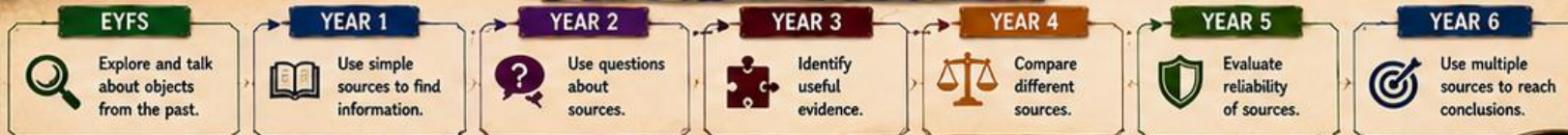


✓ Compare different sources

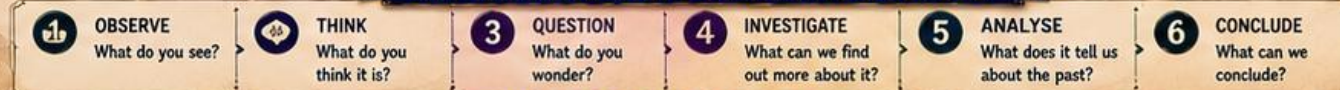


✓ Draw conclusions from evidence

OUR EVIDENCE PROGRESSION



SIX THINKING STEPS FOR USING SOURCES



HISTORICAL VOCABULARY





St. Stephen's R.C Primary School

Every Child, Every Chance, Every Day

DEVELOPING HISTORIANS

Building the skills, knowledge and curiosity to understand the past

A HISTORIAN CAN...

- Understand chronology
- Explain causes
- Recognise change
- Use evidence
- Consider viewpoints
- Communicate ideas

EYFS



- Notice
- Talk
- Wonder

KS1



- Sequence
- Explore
- Discuss

LOWER KS2



- Investigate
- Explain
- Compare

UPPER KS2



- Analyse
- Interpret
- Evaluate

YEAR 6 HISTORIAN



- Independent thinker
- Critical investigator
- Evidence user
- Historical judge
- Informed citizen

HISTORICAL ENQUIRY SKILLS



OUR CURRICULUM CREATES CHILDREN WHO ARE:

CURIOUS



KNOWLEDGEABLE



REFLECTIVE



ANALYTICAL



RESPECTFUL



INFORMED



AMBITIOUS



COMPASSIONATE



THE LEGACY OF HISTORY

"Understanding the past helps us make sense of the present and shape the future."

STONE AGE

BRONZE AGE

IRON AGE

ROMAN BRITAIN

ANGLO-SAXONS

VIKINGS

TUDOR BRITAIN

VICTORIAN ERA

MODERN BRITAIN

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HISTORY AT ST STEPHEN'S

Looking Back • Understanding Today • Shaping Tomorrow

A JOURNEY THROUGH TIME

STONE AGE

ANCIENT GREECE

ROMANS

VIKINGS

MEDIEVAL BRITAIN

TUDORS

INDUSTRIAL REVOLUTION

WORLD WARS

SUFFRAGETTES

MODERN BRITAIN

THROUGH HISTORY OUR CHILDREN LEARN TO:

- ★ Think critically
- ★ Investigate deeply
- ★ Respect different perspectives
- ★ Make connections
- ★ Communicate ideas confidently

Our History Curriculum Enables Children To:

- 🔍 Be curious
- ❓ Ask questions
- ⚖️ Evaluate evidence
- 💬 Consider viewpoints
- 🕒 Understand chronology
- 🌐 Appreciate how the past shapes our world
- ❤️ Learn from the achievements and mistakes of those who came before us

OUR FIVE HISTORICAL DISCIPLINES



CHRONOLOGY

When?



CAUSE & CONSEQUENCE

Why?



CHANGE & CONTINUITY

What changed?



EVIDENCE

How do we know?



INTERPRETATION

Why do people disagree?

THROUGH HISTORY OUR CHILDREN BECOME:

- 🎓 Historians
- 🌐 Global citizens
- ❤️ Compassionate individuals
- ★ Ambitious learners
- 🏆 Lifelong thinkers

HISTORY EMPOWERS US TO BUILD A BETTER FUTURE

By learning from the past, we become informed, responsible and compassionate citizens who can make a difference.

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