

Progression of skills, knowledge and concepts within the History Curriculum



Curriculum Intent for History

Through our history curriculum we intend for pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past and support them in developing the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through our history and wider curriculum we will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our curriculum intent for our history curriculum is for all pupils to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new

history topic, teachers refer to timelines to develop children's understanding of chronology. Each topic is introduced with reference to previous topics (including those from previous years) and pre-existing knowledge is considered while planning. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Egypt and the Maya.

Planning is informed by and aligned with the National Curriculum. Cross curricular outcomes are encouraged and the school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge.

Through well planned and structured lessons, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in.

Evaluation

Outcomes of work are regularly monitored in topic and literacy books to ensure a sound understanding of key skills and knowledge and to evidence a broad and balanced history curriculum. Teachers use these judgements to plan and develop next steps for children's progression in the history curriculum. Frequent monitoring of children's books, displays, planning and lessons enable high standards of history teaching and learning throughout the school.



Planning for Progression in History

History in Early Years (ELG13 Past and Present)

In EYFS, children often dress up and engage in role play to enhance their learning. This usually links to the topic we are learning about at the time. The children often learn and understand History by talking about the very recent past. They begin to use language like 'yesterday' and 'last week'.

By the end of December	By the end of March	Early Learning Goal
Remember and talk about significant events and experiences in my own life. Recognise and describe special times or events for my family or friends.	Compare and contrast characters from stories, including figures from the past. (e.g. David Attenborough, Rosa Parks, Ada Lovelace) Comment on images of familiar situations in the past. (Old and new emergency vehicles) Talk about I talk about people in my community and their roles. (People Who Help Us topic) Enjoy reading books to find out about the past.	Children at the expected level of development will: 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 the past through settings, characters and events encountered in books read in class and storytelling.
What History looks like in Foundation: Floor book, sticky notes, areas within the unit, characteristics of learning. We celebrate key events: Black History month, Halloween, Bonfire Night, Remembrance, Diwali, Christmas, Easter Circle time- -Look at photographs of themselves and compare what they can do now to what they could do then. -Lifecycles of frogs/ chicks and changes over time -Talk about toys/ objects from home that their grandparents might have shown them -Explore patterns and routines- then, before, now etc. Key vocabulary. -Read stories that introduce a sense of time and people from the past- Bonfire Night (Guy Fawkes), Where The Poppies Now Grow (Remembrance/ WW1), Rama/ Sita Story- happened a long time ago. -Order the story of Easter		Questions to ask: What happened next? What will happen if...? What do you notice? Can you identify what is different? What did you do yesterday? What are you having for dinner tonight? What are you doing at the weekend? Why do we wear different clothes through the year?

-Compare and contrast characters from stories, including figures from the past.

Activities/ resources:

- Timeline of events from stories- Stickman (Aut 2).
- Explore seasons- change of time.
- Look at artefacts- Diva Lamps etc.

Breadth of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology (organise and construct timelines)	Sequence pictures from familiar stories and events on a simple timeline (timeline with an equidistant scale provided and with simple headings and dates already written on it).	Sequence pictures and sentences from familiar stories and events on a timeline and, with support, write some dates or headings on to it (timeline with an equidistant scale provided and with some blank spaces for children to write in – other dates and information	With support, create a simple timeline with sentences or pictures (timeline with equidistant scale provided. Write headings, dates and information independently). Begin to create own line with an equidistant scale alongside a modelled example. Understand	Create own timeline. Independently draw a line with equidistant scale alongside or from a modelled example. Write headings, dates and information independently. Begin to select own scale and draw a line to work with.	Apply knowledge of timelines by creating their own. Select equidistant intervals of time along a scale and draw their line (examples might be discussed first). Independently write headings and record simple information or dates in their own words.	Apply knowledge of timelines by creating their own. Independently select equidistant intervals of time along a scale, write headings and record simple information or dates in their own words.

		already written on).	that a timeline can be divided into BC and AD			
Chronological thinking (enquiry and interpretation)	Independently, find answers to simple questions about the past from sources of information e.g. pictures, artefacts and stories. Identify simple changes over time. Recount parts of stories and memories about the past	Ask and answer questions such as: what was it like for a...? What happened in the past?, how long ago did...happen?, using sources given to them (books, pictures, artefacts). Compare and contrast changes in stories and own life over time. With support, begin to reason or speculate (give a cause or explanation) about why some people in	Look at two versions of the same event and summarise simple differences or similarities. Ask a range of questions about the past. Suggest and select sources of evidence that could help to answer a question. Use them to answer the question. Independently collect information about the past from printed sources,	Summarise two versions of the same event and attempt to explain simple similarities or differences. Demonstrate understanding of the difference between primary and secondary sources of evidence. Ask a range of questions about the past. With support, synthesise using a range of sources e.g. use two different	Summarise different versions of the same event. Begin to empathise (understand how people from the past thought, felt and made decisions) and use this to reach informed conclusions about why there are similarities or differences. With support, begin to hypothesise e.g. make a statement about an event from the past and use books, pictures or artefacts to test and evaluate their hypothesis (attempt to	Critique different versions of the same event and make reasoned judgements about why they might be represented in different ways. Justify their opinion. Begin to independently hypothesise about an event in the past and use sources to test and evaluate their hypothesis. Make reasoned judgements from this.

		the past acted as they did.	<p>pictures, photos, artefacts, historic buildings and music.</p> <p>Independently explain why some people in the past acted as they did.</p>	<p>sources of evidence to answer a historical question – a very simple written discussion.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p>	<p>prove/disprove).</p> <p>Know that people (now and present) can represent events or ideas in ways that persuade others - bias.</p> <p>Apply understanding of sources and events to realise that there is often not a single answer to a historical question.</p>	<p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p>
Knowledge and understanding (of past events,	Describe simple details from historical events.	Recount main points from a significant event	Demonstrate understanding of how items or	Demonstrate understanding of how items or	Demonstrate understanding of how items or ways	Demonstrate understanding of how items

<p>people and changes)</p>	<p>Recall information about significant people from the past.</p> <p>Identify simple differences between past and present in own and other people's lives.</p> <p>Know some things happened to other people in the past.</p>	<p>in history.</p> <p>Identify important facts and information about significant people from the past.</p> <p>Identify and describe simple differences between the past and present in different societies.</p>	<p>ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.)</p> <p>Begin to give examples of how the current time period being studied compares to those already covered.</p> <p>Begin to identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes.</p>	<p>ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change.</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes.</p>	<p>of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change and the resulting consequences.</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time periods studied.</p>	<p>or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change and the resulting consequences.</p> <p>Make reasoned judgements about how events or changes in the past may affect life today. Give evidence to back up opinion.</p> <p>Identify ways</p>
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Communication (present historical information)	<p>Categorise simple events or objects into groups (e.g. then and now).</p> <p>Say when my birthday is.</p> <p>Write a simple story about the past.</p> <p>Recall and tell stories about the past e.g. through roleplay.</p>	<p>Categorise simple events or objects into groups (e.g. then and now) and talk about differences.</p> <p>Write own date of birth.</p> <p>Write stories and recounts about the past including simple facts.</p> <p>Draw labelled</p>	<p>Present findings about the past using speaking, writing, computing and drawing skills.</p> <p>Use dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different</p>	<p>Present findings about the past using speaking, writing, computing and drawing. Begin to consider structure in their work.</p> <p>Use dates and terms accurately when talking about a topic.</p> <p>Discuss the</p>	<p>With support, present structured and organised findings about the past and consider planning their summaries first.</p> <p>Use dates and terms accurately within work.</p> <p>Choose the most appropriate way to present information to an audience.</p>	<p>Independently, present information in an organised and clearly structured way.</p> <p>Use dates and terms accurately within work.</p> <p>Choose an appropriate way to present information and combine</p>

	<p>Use simple language related to time e.g. old, new, days, months, years, today, tomorrow, yesterday.</p>	<p>diagrams and write about them to identify people, events and objects from the past.</p> <p>Use simple historical vocabulary e.g. recently, later, past, present, a long time ago.</p>	<p>purposes.</p> <p>Use historical vocabulary e.g. century, decade, chronology, date.</p>	<p>most appropriate way to present information for an audience. Begin to choose the best method.</p> <p>Use historical vocabulary e.g. century (including 19th/20th etc), decade, BC, AD, chronology, date.</p>	<p>Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural.</p>	<p>methods (e.g. written explanation and charts or labelled diagrams). Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural, continuity and change.</p>
Historical Knowledge	<p>Events beyond living memory that are significant nationally or globally. E.g. the first aeroplane flight, Gunpowder plot. The lives of significant individuals in</p>	<p>Events beyond living memory that are significant nationally or globally. E.g. Great Fire of London. The lives of significant individuals in the past who have</p>	<p>Changes in Britain from the Stone to the Iron Age The achievements of the earliest civilizations. An overview of where and when the first civilizations appeared and</p>	<p>The Roman Empire and its impact on Britain. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Ancient Greece. A Local History Study – World War Two and the effects in Lady Bay. The Civil War including the effects in Nottinghamshire.</p>	<p>A non-European society that provides contrasts with British History – The Mayans. Britain's settlement by Anglo-Saxons and Scots The Viking</p>

	<p>the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Local Study Significant historical events, people and places in their own locality.</p> <p>NB. Examples given above are not statutory and any events or significant individuals or periods can be chosen.</p>	<p>contributed to national and international achievements e.g. Dr. Barnado. Some should be used to compare aspects of life in different periods. E.g. Queen Elizabeth 1 and Queen Victoria, Mary Seacole and Florence Nightingale. Local Study Significant historical events, people and places in their own locality. E.g history of the school.</p> <p>NB. Examples given above</p>	<p>a depth study of Ancient Egypt.</p>	<p>(Crime and punishment from the Anglo-Saxons to the present- Law Makers, a significant turning point in British history - Norman Castles).</p>		<p>and Anglo-Saxon struggle for the Kingdom of England to time of Edward the Confessor</p>
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