

History Knowledge and skills progression

Intent:

Our aim is to develop engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

We will ensure that pupils:

- Develop both an appreciation and understanding of the past, evaluating a range of primary and secondary sources.
- Explain clearly how primary and secondary sources give us an insight into how people around the world used to live and how these interpretations may differ.
- Make links between different areas of learning.

Teaching and learning will equip all our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Continued professional development is provided internally and externally, to ensure that all practitioners have excellent subject knowledge and pedagogy.

History in the Early Years Foundation Stage

History in the Early Years begins with belonging. It is close to home, rooted in memory and emotion, stretching gently from now into then. Children build an understanding of the past through the world they live in; their families, their homes, their peers and their play. The Early Years Foundation Stage doesn't give history its own subject heading, but it offers rich fertile ground where the past can take root in the most natural of ways. Within *Understanding the World – Past and Present*, history is very much alive, encouraging children to explore their own lives and those of the people around them. It supports the use of meaningful language, moments of reflection, and opportunities to compare and wonder.

National Curriculum Expectations

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries]; • the 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • significant historical events, people, and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Implementation

Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Chronological Understanding		
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sequence artefacts and events that are close together in time; • order dates from earliest to latest on simple timelines; • sequence pictures from different periods; • describe memories and changes that have happened in their own lives; • use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> • order an increasing number of significant events, movements and dates on a timeline using dates accurately; • accurately use dates and terms to describe historical events; • understand and describe in some detail the main changes to an aspect in a period in history; • understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge & understanding of event, people and changes in the past

Pupils should identify similarities and differences between ways of life in different periods.

Children should choose and use parts of stories and other sources to show that they know and understand key features of events.

Children can:

- recognise some similarities and differences between the past and the present;
- identify similarities and differences between ways of life in different periods;
- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did;
- describe significant individuals from the past.

Children should note connections, contrasts and trends over time.

Children can:

- note key changes over a period of time and be able to give reasons for those changes;
- find out about the everyday lives of people in time studied compared with our life today;
- explain how people and events in the past have influenced life today;
- identify key features, aspects and events of the time studied;
- describe connections and contrasts between aspects of history, people, events and artefacts studied.

Pupils should note connections, contrasts and trends over time.

Children can:

- identify and note connections, contrasts and trends over time in the everyday lives of people;
- use appropriate historical terms such as culture, religious, social, economic and political when describing the past;
- examine causes and results of great events and the impact these had on people;
- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, organising and communication

Pupils should use a wide vocabulary of everyday historical terms.

Children can:

- show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;
- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past;
- use drama/role play to communicate their knowledge about the past.

Pupils should develop the appropriate use of historical terms.

Children can:

- use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
- present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
- start to present ideas based on their own research about a studied period.

Pupils should develop the appropriate use of historical terms.

Children can:

- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;
- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;
- plan and present a self-directed project or research about the studied period.

Historical interpretations

Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Children can:

- start to compare two versions of a past event;
- observe and use pictures, photographs and artefacts to find out about the past;
- start to use stories or accounts to distinguish between fact and fiction;
- explain that there are different types of evidence and sources that can be used to help represent the past.

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- look at more than two versions of the same event or story in history and identify differences;
- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- find and analyse a wide range of evidence about the past;
- use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;
- consider different ways of checking the accuracy of interpretations of the past;
- start to understand the difference between primary and secondary evidence and the impact of this on reliability;
- show an awareness of the concept of propaganda;
- know that people in the past represent events or ideas in a way that may be to persuade others;
- begin to evaluate the usefulness of different sources.

Historical Investigations

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- observe or handle evidence to ask simple questions about the past;
- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- choose and select evidence and say how it can be used to find out about the past.

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- use a range of primary and secondary sources to find out about the past;
- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
- gather more detail from sources such as maps to build up a clearer picture of the past;
- regularly address and sometimes devise own questions to find answers about the past;
- begin to undertake their own research.

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- recognise when they are using primary and secondary sources of information to investigate the past;
- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;
- select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- investigate their own lines of enquiry by posing historically valid questions to answer.