

Progression in History – Sheering C. of E. Primary School

‘A people without the knowledge of their past history, origin and culture is like a tree without roots’

Marcus Garvey

INTENT:

The intent of the History curriculum at Sheering CE Primary School, is to develop an interest in the past and to gain a greater understanding of who we are and the world around us. We aim to instil a sense of curiosity within our children which will motivate them to learn. We aim to equip the children with historical skills to develop their knowledge through studying historical events, places and to promote diversity, key people from the past from a range of backgrounds. Through our teaching, we aim to give the children the opportunity to develop and use their skill in enquiry, analysis, evaluation and argument.

Over the course of the two years, children will do an in depth study of one large topic during the Autumn term with a shorter exploration to revisit and consolidate skills and knowledge later on in the year. Our two-year rolling cycle enables our children to have a secure understanding of chronology; both in Britain and the wider world. The key skills are taught over the course of 2 years ensuring that each year group can meet the age-related expectations within their phase. To further enhance the learning, at key times, throughout the year, relevant events in history will be explored e.g. significant anniversaries of the Royal family or World Wars. Overall, our curriculum aims to foster curiosity about the past and develop critical thinking skills through historical investigation and reflection.

Key Features and Expectations

Key Features:

- Timeline to support and develop chronological awareness starting within living memory for EYFS progressing to beyond living memory in KS1 and KS2 with prior historic knowledge displayed in every classroom recognising how historic periods relate to each other
- Historical knowledge – children learn about significant individuals, events and developments in British, local and world history
- Whole school History display board following the timelines in the classroom showcasing learning in classes
- Key vocabulary is highlighted and explicitly taught within the lesson
- Recapping of prior knowledge
- Pre and post learning tasks or enquiry questions
- Utilise exciting resources which are loaned from the Essex Library Service including: artefacts; documents to further enhance pupils understanding
- Developing children's historical enquiry skills for example; asking questions; analysing evidence and interpreting different sources
- Understanding and identifying the causes and consequences of historical events and how actions and decision impact society today
- Class visit and/or a workshop to enhance and develop the knowledge of the topic

Expectations:

- Teach History in the Autumn term weekly lesson
- Summer term a smaller history unit through cross-curricular topic
- Each lesson has the long date and a learning question written or labelled in their books which is the focus of the lesson
- Learning is recorded in many different ways; topic book; photographic evidence (tapestry); use of art; digital technology

EYFS links:

Understanding the World

- Compare and contrast characters from stories, including figures from the past
- Recognise that people have different beliefs and celebrate special times in different ways

Past and Present ELG

- Talk about the lives of the people around them & their roles in society
- Know some similarities & 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 & events encountered in books read in class and storytelling

Speaking ELG

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses

| National Curriculum | |
|---|--|
| KS1 | KS2 |
| <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <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 aeroplane 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 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <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. |

| | By the end of KS1, children should be able to; | | By the end of Lower KS2, children should be able to; | | By the end of Upper KS2, children should be able to | |
|--|--|--|--|---|--|--|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| (SIGNIFICANCE) HISTORICAL KNOWLEDGE OF PEOPLE, EVENTS, SITUATIONS AND DEVELOPMENTS; HISTORICAL TERMS | <p>use historical vocabulary to describe the past</p> <p>know about some significant people and key/special events within living memory and beyond</p> <p>explain some of the things that significant people did in the past</p> | <p>use an increasing range of historical vocabulary to describe the past</p> <p>know about characteristic features, significant people events, situations and developments in the past</p> <p>explain some of the things that significant people did in the past</p> | <p>use historical vocabulary to describe the periods studied, events and people being studies</p> <p>know about and understand characteristic features and significant people, events, situations and developments from the periods studied</p> <p>explain the key features of people's lives or key features of events</p> | <p>use historical vocabulary to describe the periods, events and people being studied</p> <p>know about and understand characteristic features and significant people, events, situations and developments of the period being studied</p> <p>use factual knowledge to explain the key features of people's lives or key features of events</p> | <p>use a range of historical vocabulary to describe the periods, events and people being studied</p> <p>know about and understand the characteristic features and significant people, events, situations and developments of the period being studied</p> <p>use factual knowledge to describe key features and different aspects of people's lives, past societies and periods, making connections between them</p> | <p>use a wide range of historical vocabulary to describe the periods, events and people being studied</p> <p>know about, understand and describe the characteristic features and significant people, events, situations and developments of the period being studied</p> <p>use factual knowledge to describe and begin to elaborate on past societies, periods and events, making connections between them</p> |
| CHRONOLOGY | <p>sequence events and artefacts into chronological order</p> <p>use some common words and phrases relating to the passing of time: 'before', 'after', 'then' 'now'</p> | <p>sequence events, photographs and artefacts into chronological order within closer time boundaries</p> <p>use an increasing range of: common words and phrases relating to the passing of time: 'past', 'present'</p> | <p>recall and place some events into periods of time on a timeline</p> <p>recognise that the past can be split into different periods of time and use the correct period labels for the periods studied</p> <p>order, place, and locate the periods studied on a timeline</p> <p>use an increasing range of common words and phrases relating to the passing of time: 'modern', 'ancient', 'period', 'BCE', 'CE'</p> | <p>begin to date historical periods and events</p> <p>use the correct period labels for the periods studied</p> <p>map events, dates, people and changes studied into the correct period on a timeline</p> <p>use an increasing range of common words and phrases relating to the passing of time</p> | <p>date historical periods and events</p> <p>match dates to centuries (e.g. know that 1665 is in the 17th century)</p> <p>use the correct period labels for the periods studied</p> <p>know where to place periods in history that are studied in relation to other known periods of history</p> <p>recall and place some relevant dates and events into the correct period on a timeline</p> <p>map areas of study into the correct period on a timeline</p> <p>use a range of historical vocabulary relating to the passing of time</p> | <p>use dates to order, place and locate on a timeline: historical periods; events within historical periods; people and changes that are/have been studied</p> <p>use the correct period labels for the periods studied</p> <p>recall and place a range of relevant dates and events on a timeline</p> <p>map areas of study on a timeline in relation to other studies</p> <p>use a wide range of historical vocabulary relating to the passing of time</p> |

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|-------------------------------------|--|--|--|---|--|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| SIMILARITIES AND DIFFERENCES | describe some of the similarities and differences between people 'then' and 'now' | identify similarities and differences between events and ways of life of people in the past and events and people in the present | compare different time periods describing similarities and differences between them (social, cultural, religious and ethnic diversity) | use factual knowledge to describe the similarities and differences between periods of time (social, cultural, religious and ethnic diversity) | compare an aspect of life across the period studied and identify similarities and differences with modern times and other periods that have been studied | compare an aspect of life/a trend across the period studied and identify similarities and differences with modern times and other periods that have been studied |
| CONTINUITY AND CHANGE | recount changes within living memory (and beyond) | recount changes within living memory and beyond | begin to describe and make links between main events, situations and changes within and across different periods | describe and make links between main events, situations and changes within and across different periods | begin to identify change and continuity within and across periods | identify and explain change and continuity within and across periods |
| CAUSE AND CONSEQUENCE | understand some of the reasons why people did things in the past and what happened as a result | explain some of the reasons why people did things, why events happened and what happened as a result | explain some of the reasons for and impact of the main events and people's actions | examine and summarise the main reasons for and impact of historical events, situations and changes | examine, describe and summarise the reasons for and effects of historical events, situations and changes in the period studied | begin to use evidence to hypothesise about the reasons for historical events, situations and the actions of individuals identify and describe the effects of historical events, situations and changes in the periods and societies studied |
| HISTORICAL ENQUIRY | ask and answer relevant questions about: events within living memory (and beyond); sources; artefacts understand some ways we find out about the past handle, describe and make observations about a range of sources sort artefacts into 'then' and 'now' and make simple comparisons begin to analyse simple sources | ask and answer questions about: events beyond living memory; a range of sources understand some ways we find out about the past handle, observe and describe a range of sources to find out about the past begin to discuss the effectiveness of some historical sources begin to collect and use some relevant material to develop a picture of a past event analyse simple sources e.g. photographs or pictures of people or events in the past | ask and answer a range of questions about: the periods being studied, a wide range of sources identify different sources of information to find out about the past and begin to explain the differences between them select and record useful information about events, people and changes from a range of relevant material begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them analyse a historical source to find out about events, people or places | ask and answer a range of questions about: the periods being studied, a wide range of sources use a range of relevant material to develop a picture of a past event begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them analyse different sources of information to find out about events, people and changes | ask and answer a range of questions about: the periods being studied and hypothesise about the possible answers begin to recognise and interpret primary and secondary sources to find out about an aspect of the past evaluate the usefulness of a range of primary and secondary sources begin to use more than one source of information to generalise about an aspect of the past analyse information from primary and secondary sources to find out about an aspect of the past | ask and answer a range of questions about: the periods being studied and hypothesise about the possible answers recognise and interpret primary and secondary sources to find out about an aspect of the past begin to generalise about an aspect of the past using a range of sources, suggesting omissions and the means of finding out missing information evaluate the usefulness of primary and secondary sources and begin to consider how conclusions were arrived at analyse a range of primary and secondary sources to find out about an aspect of the past |

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|------------------------------|--|---|--|--|--|---|
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| HISTORICAL INTERPRETATION | begin to identify different ways in which the past is represented e.g. stories, tapestry, pictures | identify some ways in which the past is represented e.g. paintings, maps know that there are different opinions about events in the past | identify a range of ways in which the past is represented know that understanding of the past changes over time as new evidence is discovered | identify a range of ways in which the past is represented know that there are different interpretations about people and events from the past | show some understanding that aspects of the past have been represented and interpreted in different ways compare and contrast different accounts of historical events from the period studied | appreciate that aspects of the past have been represented and interpreted in different ways, and begin to give the reasons for this |
| KEY VOCABULARY | after, analyse, artefacts, before, beyond changes, chronological, events, historical, living memory, now, observations, observe, opinions, past, photographs, pictures, present, reasons, recount, represented, results, sequence, significant similarities, sources, then, within | | advantages, analyse, ancient, artefacts, BCE, CE, chronological, civilisation, developments, differences, disadvantages, diversity, events, evidence, historical, impact, modern, periods, photographs, primary significant, similarities, sources, timeline | | artefacts, centuries, characteristics, chronological, differences, events, evidence, examine, hypothesise, past, periods, photographs primary secondary significant, similarities, situations, societies, sources, studied, studies, timeline, | |

| | Autumn Term Cycle A | Autumn Term Cycle B | Spring Term Cycle A | Spring Term Cycle B | Summer Term Cycle A | Summer Term Cycle B |
|-------------------|------------------------|----------------------------------|------------------------|------------------------|--------------------------|------------------------|
| Durrington | Great Fire of London | Explorers | Geography Focus | | Local Area-School | Local Area-Toys |
| Fitzwalter | Stone Age to Iron Age | Romans and the Impact on Britain | | | Ancient Egypt | Ancient Greece |
| Quickbury | World War II | Victorians | | | Vikings and Anglo-Saxons | Mayans |