

History Progression Map

Government Guidance & Programme of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the content indicated as being 'non-statutory'.

Aims in the History curriculum

The national curriculum for history aims to ensure that all pupils:

- 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 History – key stages 1 and 2 2
- 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

Progression in coverage of History

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Key stage 1

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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.

Key Stage 2

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. 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. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- 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.

Skills Progression by Key Stage

Early Years and Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant early years outcomes for history are taken from the following areas of learning: **Understanding the World**

Understanding the World		
30-50 Months	People & Communities	To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
	The World	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time.
40-60 Months	The World	To look closely at similarities, differences, patterns and change.
ELG	People & Communities	To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage One & Key Stage Two

	<u>Y1&2</u>	<u>Y3&4</u>	<u>Y5&6</u>
	Marvellous Meercats	Wonderful Wolves	Excellent Eagles
<p>Understand chronology 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</p>	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>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.</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation’s history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past.
<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and</p>	<ul style="list-style-type: none"> • Describe historical events. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school.

<p>an understanding that life is different for different sections</p>	<ul style="list-style-type: none"> • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
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Skills Progression by Year/Class

	<u>Nursery</u>	<u>Reception</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
	Terrific Tigers		Marvellous Meercats		Wonderful Wolves		Excellent Eagles	
Chronological Understanding	-use terms now, before and after	-use terms now, before and after -order events in stories	-Sequence events in their lives -Sequence 3 or 4 artefacts from distinctly different periods of time -Match objects to people of different ages	-Sequence artefacts closer together in time - check with reference book -Sequence photographs etc. from different periods of their life -Describe memories of key events in lives	-Place the time studied on a time line -Use dates and terms related to the study unit and passing of time -Sequence several events or artefacts	-Place events from period studied on time line -Use terms related to the period and begin to date events -Understand more complex terms eg BC/AD	-Know and sequence key events of time studied -Use relevant terms and period labels -Make comparisons between different times in the past	-Place current study on time line in relation to other studies -Use relevant dates and terms -Sequence up to 10 events on a time line
Range & Depth of Historical Knowledge	-Ask questions about the past	-Use photographs of parents and grandparents to understand age development -Ask questions about the past	-Recognise the difference between past and present in their own and others' lives -They know and recount episodes from stories about the past	-Recognise why people did things, why events happened and what happened as a result -Identify differences between ways of life at different times	-Find out about everyday lives of people in time studied -Compare with our life today -Identify reasons for and results of people's actions -Understand why people may have wanted to do something	-Use evidence to reconstruct life in time studied -Identify key features and events of time studied -Look for links and effects in time studied -Offer a reasonable	-Study different aspects of different people - differences between men and women -Examine causes and results of great events and the impact on people -Compare life in early and late 'times' studied -Compare an aspect of life with the same aspect in another period	-Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings -Compare beliefs and behaviour with another time studied

						explanation for some events		-Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation -Know key dates, characters and events of time studied
Interpretations of History	-Show understanding of 'now' and 'then'	-Show awareness of the past through own experiences	-Use stories to encourage children to distinguish between fact and fiction -Compare adults talking about the past - How reliable are their memories?	-Compare 2 versions of a past event -Compare pictures or photographs of people or events in the past -Discuss reliability of photos/ accounts/stories	-Identify and give reasons for different ways in which the past is represented -Distinguish between different sources – compare different versions of the same story -Look at representations of the period – museum, cartoons etc	-Look at the evidence available -Begin to evaluate the usefulness of different sources -Use text books and historical knowledge	-Compare accounts of events from different sources – fact or fiction -Offer some reasons for different versions of events	-Link sources and work out how conclusions were arrived at -Consider ways of checking the accuracy of interpretations – fact or fiction and opinion -Be aware that different evidence will lead to different conclusions -Confidently use the library and internet for research
Historical enquiry	-Use historical artefacts within role play situations	-Use historical artefacts within role play situations -Show awareness of 'old' artefacts / resources	-Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	-Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	-Use a range of sources to find out about a period -Observe small details, artefacts, pictures -Select and record information relevant to the study -Begin to use the library and internet for research	-Use evidence to build up a picture of a past event -Choose relevant material to present a picture of one aspect of life in time past -Ask a variety of questions -Use the library and internet for research	-Begin to identify primary and secondary sources -Use evidence to build up a picture of a past event -Select relevant sections of information -Use the library and internet for research with increasing confidence	-Recognise primary and secondary sources -Use a range of sources to find out about an aspect of time past -Suggest omissions and the means of finding out -Bring knowledge gathered from several sources together in a fluent account
Organisation & communication	Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, using ICT				-Recall, select and organise historical information -Communicate their knowledge and understanding		-Select and organise information to produce structured work, making appropriate use of dates and terms.	

Time allocation

At Hade Edge J,I & N School we plan history lessons on a 2 yearly cycle, due to having mixed age classes. However, teachers plan carefully to ensure that children are receiving the equivalent of at least 6 hour per term. Work is documented in different ways including: In work books, displays and blogs on the school website.