

History Progression Document

History Progression in knowledge and skills

Curriculum Intent

We believe that teaching history is about providing children with opportunities to investigate and learn about real events and key individuals from the past. Our aim is to ensure that pupils have a better understanding of society and their local environment as well as the rest of Britain and the wider world.

Our history curriculum is designed to.

- Ignite children's enthusiasm, interest, and curiosity about the past and how it has impacted on their life.
- Develop a sense of identity and cultural understanding based on their historical heritage.
- Develop knowledge of chronology within which they can develop a 'sense of time.'
- Develop the skills to communicate historical knowledge and present it in a variety of ways e.g., oral, written, electronic, and visual forms.
- Enable them to know about the significant events as well as learn about the lives of men and women in the past and how they have influenced the future.
- Develop a variety of skills, including those of enquiry, interpretation, debate, problem solving, investigation and research.

Curriculum Implementation

- The history curriculum is sequenced and well-structured with clear end points. knowledge is built on overtime and learning is broken down into component parts to allow children to know and remember more.
- Pedagogical choices are designed to develop the practical, theoretical, and disciplinary knowledge intended in each lesson.
- Classroom activities are clear about what is to be learned (the curriculum object) and enable children to practise it.
- Teaching approaches take account of children's level of expertise.
- When children learn historical skills for the first time, teachers make sure they have enough opportunities to practise.
- As children become more proficient in areas of practical knowledge, classroom activities become increasingly varied and open ended.
- Teachers' direct children's attention to the main concepts, themes, and ideas that they are exploring.
- Subject specific vocabulary is included in curriculum planning, so children acquire a visual language. This 'language' helps children to express a huge variety of ideas.
- When on educational visits or working with historians we ensure children have enough prior knowledge to make these experiences meaningful.
- Teachers make subject-specific adaptations to activities for children with SEND, where appropriate, instead of excessive adaptations to the curriculum or lowering expectations
- The curriculum allows time for children to develop socially, to learn how to negotiate and collaborate to bring expansive ideas to life.

Substantive and Disciplinary knowledge in History

Our history curriculum is designed to build children's substantive and disciplinary knowledge. The substantive knowledge gives children the substance of history such as people, events, and dates. The disciplinary knowledge enables children to interpret the past, making use of the facts they know. They will be taught to make links across different historical components to build this in their long-term memory.

National Curriculum Aims

End of Early Years Foundation Stage

End of Key Stage 1

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		<p>Understanding the World ELG: Past and Present <i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>		<p><i>Children should develop an awareness of the past, using subject specific vocabulary.</i></p> <p><i>They will know where people and events they study fit within a chronological timeline and identify similarities and differences between ways of life for different periods.</i></p> <p><i>They will ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.</i></p> <p><i>They will begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p>			
Substantive Knowledge	Key Concepts	Nursery		Reception	Y1	Y2	
		Birth-3	3–4-year-olds	5-year-olds	6-year-olds	7-year-olds	
<p>To investigate and interpret the past.</p> <p><i>EYFS Key: Development Matters Birth to Five Matters</i></p>	<p><i>Observe or handle evidence to ask questions and find answers about the past</i></p>	<p><i>Is curious and shows an interest in fascinating objects.</i></p>	<p><i>Begin to make sense of their own life-story and family's history by looking at photographs.</i></p>	<p>Explore objects and photographs to find out about the past-</p>	<p>Use evidence to ask and answer some questions about the past.</p>	<p>Select evidence to ask and answer questions about the past.</p>	
	<p><i>Ask questions such as: what was it like for people? What happened? How long ago?</i></p>	<p>Beginning to ask simple questions.</p>	<p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p>	<p>Ask some questions about the past.</p>	<p>Ask a growing number of questions about the past.</p>	<p>Ask good and relevant questions about the past and the answers are investigated.</p>	
	<p><i>Identify some different ways the past has been interpreted</i></p>	<p>Is interested in photographs of themselves and other familiar people and objects</p>	<p>Remembers and talks about significant events in their own experience.</p>	<p>Can comment on images and stories of familiar situations in the past.</p>	<p>Use sources of evidence to help me find out about the past - paintings, photographs, artefacts, diary.</p>	<p>Use a wide variety of representations of the past and carefully select them to investigate the past- paintings, photographs, artefacts. Newspaper reports, online,</p>	

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Vocabulary		<i>Mum, day, Family, friends, brother, sister, baby</i>	<i>Auntie, uncle, cousin, grandma, grandad.</i>	<i>Old, new, objects</i>	<i>Past, present, artefact, picture, painting, photographs, diary</i>	<i>Evidence, sources, newspaper, reports, online</i>
To build an overview of world history	<i>Describe historical events.</i>	Develops a sense of belonging to their family and their key carer	Begins to make sense of their own life-story and family history.	Talk about members of their immediate family and community.	Describe the main historical events of, The Gunpowder plot, The Great Fire of London and current events and use historical language and interesting detail.	Explain and compare a range of historical events, Victorian era, Christopher Columbus Voyage, First moon landing presented in several ways, and use historical language and pertinent detail.
	<i>Describe significant people from the past.</i>	Recognises key people in their own lives.	Shows interest in the lives of people who are familiar to them.	Name and describe people who are familiar to them.	Use the term 'significant' and use it to select and describe, Florence Nightingale, Mary Seacole and Queen Victoria from the past and our current monarch.	Have a strong awareness of the term 'significant' and this is used to justify and compare individuals- Christopher Columbus, Queen Victoria and Neil Armstrong.
	<i>Recognise that there are reasons why people in the past acted as they did.</i>	Notice differences between people.	Show interest in different occupations.	Talk about different characters from stories, including figures from the past	Describe the reasons why people in the past acted as they did.	Explain and compare the reasons why people acted as they did and explore this from more than one point of view. Opinions of these actions are presented and justified.
Vocabulary		Same, different, friend, teacher	Adult, people	Important, name, home, different, same, jobs, teachers.	The Great Fire of London, Samuel Pepyes, Florence Nightingale, Mary Seacole	The first moon landing, Neil Armstrong, Christopher Columbus, explorer, Queen Victoria,
To understand chronology	<i>Place events and artefacts in order on a timeline.</i>	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird	Remembers and talks about significant events in their own experience.	Talk about the passing of time and how it may be represented in order of events like my class timetable or class events.	Describe how things have changed over time and I know how to places events and artefacts in the correct order.	Explain the passing of time and compare events and artefacts that are placed in order with clear explanations for choices that include historical language.
	<i>Changes within living memory and beyond memory</i>	<i>Label timelines with words or phrases such as past, present, older and newer.</i>	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird	Can order simple events/personal events on a timeline.	Can create timelines and use/include some historical language.	Can create timelines that have annotations which show a good grasp of historical language.
	<i>Significant historical events (locally)</i>					
	<i>Significant historical events (nationally or globally)</i>					

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	<i>Recount changes that have occurred in one's own life.</i>	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird	Remembers and talks about significant events in their own experience	Talks about past and present events in their own life and in the lives of family members.	Recount and describe the main event of my own life and talk about this using interesting historical detail.	Compare events in my own life and present them in a lively or novel way and use excellent historical language to add detail.
	<i>Use dates where appropriate.</i>	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird	Remembers and talks about significant events in their own experience	Talk about an event that has happened	Use some dates to describe when some artefacts or events/people have been created or happened in history.	Use dates in a variety of forms including days, months, and years.
Vocabulary		Play, pretend, people, animal, home, shop, park,	When, who, what, why, where	Before, after, first, last, next, start, end	Past, present, then, before, after, timeline, chronological order.	Day, month, year, century, era, __ years ago, Victorian era, modern, __years before/after
To communicate historically	<i>Use work 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.</i>	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird	Remembers and talks about significant events in their own experience	Use some historical language to describe events.	Use historical language to describe events and people and decisions as to what language to use are beginning to be made.	Use historical language to compare a wide variety of situations and it is used appropriately.

CULTURAL CAPITAL				
Black History Month October		How are people different	Mary Seacole	Rosa Parks

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Whole School Remembrance day 11 th of November	Remembrance Day <ul style="list-style-type: none"> What is a poppy Creating their own poppy art 	Remembrance Day <ul style="list-style-type: none"> What is Remembrance Day and when is it? 	Remembrance Day- 1918 <ul style="list-style-type: none"> To find out what happens on Remembrance Day and who we remember. 	Remembrance Day-1918 <ul style="list-style-type: none"> To think about why it is important to remember.
Anti-Bullying week. 15 th -19 th November	Anti-Bullying week and PSHE Cross curricular link	Anti-Bullying week and PSHE Cross curricular link	Anti-Bullying week and PSHE Cross curricular link	Anti-Bullying week and PSHE Cross curricular link
The Kings coronation 8 th May 2023	Who is the new King	What does the King do? Where does he live?	The Royal family	Monarchy past and present

Year Group	Historical threads				
	Legacy	Exploration	Technological Advances	Monarchy <u>The Kings coronation</u> 8 th May 2023	Societal/ cultural change
Reception				The Kings Coronation.	Changes in myself.
Year 1	<i>The Great Fire Of London</i> - Start, spread and impact.		Past present future: how was life different in the past?- Homes, toys, technology. <i>The Great Fire Of London</i> - Start, spread and impact.	The royal family- Queen Victoria and the Victorian era.	Past present future: how was life different in the past? Mary Seacole- Cultural change
Year 2	Activists: Rosa Parks How did they use their voice to make a change?	Explorers and Journeys: how has exploration changed over time?- Neil Armstrong and Christopher Columbus	First Flight – how did humankind take to the skies? Transport- change over time.	Monarchy past and present	Activists: Rosa Parks How did they use their voice to make a change?

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