

Progression in History

Early Years

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key questions

'What do you think?', 'Tell me more about?', 'What will happen if?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'

Key vocabulary

yesterday, old, past, now and then

Key Stage 1 National Curriculum Expectations

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 National Curriculum Expectations

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.

Intent

At Stannington First School, we believe that high-quality history lessons inspire our pupils to want to know more about the past and to think and act as historians. By linking learning to a range of themes, children have opportunities to investigate and interpret the past, understand chronology, build an overview of the past in our school community, local area and across Britain, as well as that of the wider world. They are also given opportunities to communicate historically.

We develop pupils with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past
- Learning about the concept of chronology, which underpins children's developing sense of period, as well as key concepts such as change and causation
- The ability to think critically about history and communicate ideas confidently to a range of audiences
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry
- A respect for historical evidence and the ability to make critical use of it to support their learning
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics
- A developing sense of curiosity about the past and how and why people interpret the past in different ways

Implementation

Our history lead has worked with colleagues across the Morpeth Partnership to ensure we have a long term history plan with clear expectations for the progression of knowledge and skills from EYFS through to Year 13. In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons.

In each year group in our school, from EYFS through to Year 4 pupils learn about:

- Events beyond their living memory
- Significant historical events
- Significant individuals and their achievements
- An aspect of local history
- In Years 3 and 4, pupils also learn about the achievements of the Earliest Civilisations

For each theme, from Year 1:

- Class teachers share a knowledge organiser with pupils which outlines key knowledge/skills (including vocabulary) all children must master;
- There is a clear medium term plan which outlines a sequence of lessons for each subject, carefully planning for progression and depth;
- Teacher assessment is measured against the key knowledge and skills and other forms of assessment are used, such as the use of a class quiz, which also supports learners' ability to block learning and increase space in the working memory;
- Challenge questions create opportunities for pupils to apply their learning and
- Educational visits visiting experts are planned to enhance the learning experience

Implementation continued

Local history and heritage studies are an integral part of our history curriculum. Studying local history allows our pupils to look at what was happening in Northumberland at different periods in time and to see the extent to which it mirrors or differs from what was happening elsewhere.

Through local history and heritage studies we aim to enable our pupils to:

- Understand how and why their local community has developed in the way it has
- Investigate the people and events that took place where they live
- Develop a sense of historical curiosity about their area and a sense of place
- See how Northumberland was involved in, responded to and was affected by regional, national and international events and actions – was Northumberland typical or was it unique?
- Understand why Northumberland is worth knowing about
- Be aware of the features of their local community and the extent to which they are an asset
- Strengthen their chronological understanding and their appreciation of how and why some things change and some remain the same

These studies include finding out about the lives of significant individuals who lived locally such as Grace Darling, Capability Brown or George Stephenson. Our pupils will also investigate what life was like in Stannington and Northumberland during the First and Second World Wars, learning about some of the local people and animals who were involved. They will investigate how and why Roman settlers changed the landscape of Northumberland and the impact of Viking invasions on the island of Lindisfarne.

We work with our local history society and parish council who organise community events to commemorate significant anniversaries such as the Centenary of the end of World War 1 or the 75th anniversary of VE day. Involving our pupils is integral to the success of these events and the organisers have funded education visits for our pupils and lots of artefacts for school, to bring learning to life. These include our own Anderson air raid shelter which has been installed on the school field.

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

Impact

Our pupils enjoy learning about history and can talk enthusiastically about what they have learned. Our history curriculum is high quality, well thought out and is planned to demonstrate progression.

If pupils are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Pupil discussions about their learning
- Key questioning skills built into lessons,
- Child-led assessment such as KWL grids and summative assessments aimed at targeting next steps in learning.

Historical Interpretations

KS1 History National Curriculum

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:

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

KS2 History National Curriculum

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

Children can:

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

KS2 History National Curriculum

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

Children can:

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

Historical Investigations

KS1 History National Curriculum

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

Children can:

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

KS2 History National Curriculum

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:

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

KS2 History National Curriculum

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:

- a recognise when they are using primary and secondary sources of information to investigate the past;
- b 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;
- c select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- d investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding

KS1 History National Curriculum

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.

Children can:

- a Sequence artefacts and events that are close together in time;
- b Order dates from earliest to latest on simple timelines;
- c Sequence pictures from different periods;
- d describe memories and changes that have happened in their own lives;
- e 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.

KS2 History National Curriculum

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.

Children can:

- a 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;
- b Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

KS2 History National Curriculum

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.

Children can:

- a order an increasing number of significant Ovents, movements and dates on a timeline using dates accurately;
- b Accurately use dates and terms to describe historical events;
- c Understand and describe in some detail the main changes to an aspect in a period in history;
- d Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Events, People and Changes in the Past

KS1 History National Curriculum

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:

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

KS2 History National Curriculum

Children should note connections, contrasts and trends over time.

Children can:

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

KS2 History National Curriculum

Pupils should note connections, contrasts and trends over time.

Children can:

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

Presenting, Organising and Communicating

KS1 History National Curriculum

Pupils should use a wide vocabulary of everyday historical terms.

Children can:

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

KS2 History National Curriculum

Pupils should develop the appropriate use of historical terms.

Children can:

- a** use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
- b** 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;
- c** start to present ideas based on their own research about a studied period.

KS2 History National Curriculum

Pupils should develop the appropriate use of historical terms.

Children can:

- a** know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;
- b** 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;
- c** plan and present a self-directed project or research about the studied period.