

History Whole School Progression of Skills

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.

At CHANGE Schools Partnership we believe that:

- The curriculum in our schools is everything that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study.
- The content of our curriculum should build 21st century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world.
- We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future.
- All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes.
- We seek to promote children's intrinsic motivation by giving them ownership over the direction of their learning.
- Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning.
- Children deserve learning experiences that will stick with them for a lifetime.

Purpose of study (from the National Curriculum)

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.

Aims (from the National Curriculum)

- 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
- 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.

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Subject Content	EYFS (if appropriate)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology <ul style="list-style-type: none"> Using terminology Ordering and Sequencing 	Uses everyday language related to time. Today, yesterday, tomorrow. Then, now. Orders and sequences familiar events.	Use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past). Sequence events or objects in chronological order	Pupils show their developing sense of chronology by using terms concerned with the passing of time Sequence artefacts within a short period of time. (more scrutiny needed to identify changes) Sequence events. Sequence photos etc. from different periods of their life. Describe memories of key events in lives. Make distinctions between aspects of their own lives or past times.	Place the time studied on a time line Use vocabulary related to the passing of time, dates etc. Develop an understanding of chronology by noticing the past can be divided into different periods of time Recognition of some of the similarities and differences between these periods Sequence events or artefacts	Place events from a period studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BCE/AD	Place their current study on a time line in relation to other studies Know and sequence key events of time studied Label, using relevant terms and periods. Relate current studies to previous studies Make comparisons between different times in history	Place their current study on a time line in relation to other studies Use relevant dates and terms Sequence up to ten events on a time line Use knowledge to describe characteristic features of past societies and periods. Identify changes within and across different periods.

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<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> Identifying Describing Explaining Making links and comparisons 	<p>Look closely at similarities, difference, pattern and change. Compare how they have changed as they have grown up with their peers.</p> <p>Talk about past and present events in their own lives and in the lives of family members</p> <p>Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. Draw on family history. How did their parents, grandparents experiences differ? E.g. cars, technology, clothes etc.</p>	<p>Begin to describe similarities and differences in artefacts</p> <p>Understand key features of events</p> <p>Identify differences between ways of life at different times.</p>	<p>Show knowledge of some aspects of the past and of some of the main events and people studied.</p> <p>Begin to recognise that there are reasons why people in the past acted as they did.</p> <p>Ask and answer questions, by giving examples to show that they know and understand key features of events.</p> <p>Use collections of artefacts and confidently describe similarities and differences</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare life then with our life today</p> <p>Identify reasons for and the results of people's actions and understand their motivation</p> <p>Study change through the lives of significant individuals</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links between events and their effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of an ancient civilisation.</p>	<p>Study different aspects of life of different people – such as, differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Study an ancient civilization in detail</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Compare and contrast ancient civilisations</p>

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Historical Interpretations <ul style="list-style-type: none"> Identifying Interpreting Explaining events 	Recognise that photographs are evidence of past events.	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Begin to recognise that there are different ways of representing the past Compare pictures or photographs of people or events in the past	Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum cartoons etc.	Identify some of the different ways in which the past is represented Use sources of information in ways that go beyond simple observations to answer questions about the past. Discuss the integrity of sources.	Compare accounts of events from different sources. Fact or fiction. Offer some reasons for different versions of event. Discuss reliability and the importance of using a variety of sources.	Show some understanding that aspects of the past can be represented and interpreted in different ways. Link sources & 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. Understand why some inaccurate sources can provide useful information Confidently use a range of sources for research

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Historical Enquiry <ul style="list-style-type: none"> • Enquiry • Using sources 	Sequences photographs of their own lives. e.g. baby, toddler, now.	Sort artefacts “then” and “now” Use a wide range of sources Ask and answer questions related to different sources and objects	Find answers to some simple questions about the past from sources of information Discuss the effectiveness of sources and how much information they provide.	Observe or handle sources of information to answer questions about the past on the basis of simple observations. Select and record information relevant to the study Begin to use the library, e-learning for research ask and answer questions	Use sources of information in ways that go beyond simple observations to answer questions about the past. Use evidence to build up a picture of a past events Choose relevant material to present a picture of one aspect of life in times past Ask a variety of questions use the library, e-learning for research Discuss where the sources came from and how people historians have used them.	Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Confident use of library, e-learning, research	Begin to select and combine information from historical sources to support an historical enquiry and evaluate its success 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 gathering from several sources together in a fluent account

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Organisation and Communication <ul style="list-style-type: none"> • Using terminology • Selecting • Organising • Communicating/ Deploying	Uses talk to organise, sequence and clarify thinking and ideas.	Communication their understanding using Time lines (3D with objects/ sequential pictures); drawing; drama/role play; writing (reports, labelling, simple recount); and ICT	Class display/ museum annotated photographs ICT Begin to select, organise and communicate items of information about the past	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	Select data and organise it into a data file to answer historical questions Know the period in which the study is set Display findings in a variety of ways Work independently and in groups Select, organise and communicate historical information in a variety of ways, including ICT.	Fit events into a display sorted by theme or time. use appropriate terms, matching dates to people and events Record and communicate knowledge in different forms. Work independently and in groups showing initiative	They are beginning to produce structured work, making appropriate use of dates and terms. Select aspect of study to make a display Use a variety of ways to communicate knowledge and understanding including extended writing, presentations, drama/films. Plan and carry out individual investigations