



Whole School Curriculum Progression Grid: **History**

Intent

In history, we aim to inspire pupils' **curiosity** and respect about the past, and help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. History is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills, through a **creative** approach, giving children the opportunities to **communicate** their learning through drama, writing, music and art.

We aim for pupils to develop a strong knowledge of chronology, ask perceptive and **challenging** questions, evaluate information and think analytically about evidence. Through our teaching of history, we endeavour to **challenge** pupils to learn and understand the complexity of people's lives, the **courage** and achievements of significant individuals in the past both in the local **community** and the wider world, the process of change, the diversity of societies as well as their own identity and **challenges** of their time. We want our pupils to understand how a knowledge and understanding of history impacts on the present day.

Implementation

Teaching and learning:

- Creative and inspiring lessons planned with opportunities for children to explore ideas and ask their own questions.
- Exciting practical activities where possible to enable children to experience
- memorable events to embed the learning.
- Cross curricular links where possible, eg Beebots and technology in geography, DT projects linked to History.
- Displays linked to the learning up on the walls and clear, with time lines in every classroom for history to develop understanding of chronology and maps and globes in every classroom to develop understanding of location and place.
- A knowledge organiser in books for children to refer to with clear 'sticky knowledge' ideas in the planning and in the books.
- A title page in books for the beginning of each new topic.
- An informal 'assessment' of knowledge at the start and end of the topic eg. What we already know. What we want to find out. What we have learnt. Either as individuals or as a class or group.

Reading:

- Books, both fiction and non-fiction, embedded into the topics and linked into English and linked to History or Geography eg. Goodnight Mr Tom, Katie Morag etc
- Opportunities for children to use non-fiction texts, laptops, atlases, maps etc to read and research topics, places, times, people etc
- A range of texts available in the classroom for children to access during the topics.

Language development:

- New vocabulary embedded into children's written work with a clear progression of topic-based history and geography vocabulary from reception through to year 6.
- Opportunities for children to use more challenging vocabulary and challenged to spell it correctly.
- Examples of the new vocabulary embedded into other subjects such as English and in their verbal responses.
- Vocabulary noted in planning, displayed in the classroom and in books as part of the knowledge organisers.

Recording:

- Well-presented work at the same standard as would be expected in an English book. Handwriting neat and correctly formed and work set out carefully in order to communicate learning clearly.
- A LO with SC stuck in at the start of each new lesson.
- A range of methods of recording in both subjects including tables, graphs, charts, maps, labelling, captions, diagrams, photographs, questions and explanations, timelines.
- Minimal use of worksheets unless absolutely necessary.
- Opportunities for all children to write longer pieces linked to their work in history or geography.
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British values:

- Activities to promote a tolerance and respect for those of other cultures and beliefs and from other parts of the world.
- An understanding of the development of democracy, individual liberty and rule of law and a closer look at links with periods in history in KS2.

Culture Capital:

- Opportunities for trips and visits to other places of interest linked to the history and geography topics.
- Visitors to the school linked to the history or geography topics to inspire and support children's knowledge further.
- Use of artefacts, purchased or loaned, to support children's learning.
- Whole school or class dressing up history or geography days to enable children to get a feel for a period in history or for a place eg. Tudor day, Victorian day, Language days etc

Cross Curricular links:

- English- texts to support learning in History and Geography; vocabulary to be challenging and relevant; drama or role play opportunities linked to events in history.
- ICT- use of laptops for research and maps; use of programmable toys such as Beebots or Lego Wedo linked to the history or geography topic.
- Maths- development of recording using graphs or charts, particularly in KS2; coordinates.
- MFL- links to places studied.
- PE- orienteering opportunities; dance linked to a period in history or a place.
- DT/Art- opportunities to develop knowledge of times, places and events through art work, cooking or DT, such as portraits of famous people from history, designing and making an aeroplane or a Viking ship etc.
- Music- songs, music or instruments from other places linked to geography or other times linked to history.
- Science- investigations linked to a geography or history topic such as investigating the best material for making a stone age shelter or developments in science from history such as electricity; KS1 links to seasons and places.

Impact

Pupils show an enthusiasm for learning in history, with a growing knowledge of historical figures and events and where they fit on timelines. They have an awareness of the impact on our lives now, and lives in the future, of significant individuals and events from the past. They ask relevant questions and show an understanding of how to research events from the past using a variety of sources. They are developing a bank of history related vocabulary which is used in both their written and verbal communications.

Breadth of study:

Key Stage 1	Key Stage 2
<p>Look at:</p> <ul style="list-style-type: none">• The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.• Significant historical events, people and places in their own locality.	<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.• A local history study.• A study of a theme in British history.• Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.• Ancient Greece.• A non- European society that contrasts with British history <p>chosen from:</p> <ul style="list-style-type: none">• Early Islamic Civilization• Mayan Civilization• Benin.

	History of interest to pupils* * Items marked * are not statutory.
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EYFS	KS1	LKS2	UKS2
<p>Understanding the World: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal Experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with</p>	Investigate and Interoperate The Past		
	<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. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past.

<p>words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and 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 and events encountered in books read in class and storytelling. 			<ul style="list-style-type: none"> • Refine lines of enquiry as appropriate.
	<h2>Build an Overview of World History</h2>		
	<ul style="list-style-type: none"> • Describe historical events. • 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"> • Describe changes that have happened in the locality of the school throughout history. • 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"> • Identify continuity and change in the history of the locality of the school. • 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.
	<h2>Understand Chronology</h2>		
	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious,

	<ul style="list-style-type: none"> • 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"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<p>political, technological and cultural).</p> <ul style="list-style-type: none"> • 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.
<h2>Communicate Historically</h2>			
	<ul style="list-style-type: none"> • 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. • 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: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change

		standard in order to communicate information about the past.	<ul style="list-style-type: none">• century• decade• legacy.• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.
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