



Leighswood Curriculum Progression Map - HISTORY

Level Expected at the end of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Early Learning Goal</p> <p>Understanding 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.</p> <p>People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> • Pupils should be taught to: 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. 	<p>Pupils should be taught to:</p> <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 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.
<p>Intent</p> <p>We offer a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. We aim to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.</p> <p>The coverage of recent history in KS1 such as 'Moon Zoom enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories.</p> <p>The intent in lower KS2 is that children can work in chronological order from ancient history such as 'Stone Age and then progress onto the Romans.</p> <p>Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as 'Ancient Egypt' through to more modern history such as 'World War II'. Children truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.</p>		



Implementation

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. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. We have suggested a specific series of lessons for each key stage, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Adult guides and accurate historical subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching.

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

Impact

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks / 'Parent Share' and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and KWL grids and summative assessments aimed at targeting next steps in learning.



chronology	<p>EYFS</p> <p>People and Communities Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>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.</p> <p>Children can: sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods;</p> <p>describe memories and changes that have happened in their own lives; 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</p>		<p>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.</p> <p>Children can: 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;</p> <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>		<p>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.</p> <p>Children can: order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>accurately use dates and terms to describe historical events;</p> <p>understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>Know and sequence key events of time studied use relevant terms and period labels make comparison between different times in the past</p>	<p>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</p>



Interpretation of history	<p>EYFS</p> <p>People and communities. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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; <p>explain that there are different types of evidence and sources that can be used to help represent the past.</p>		<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <p>look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>		<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <p>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.</p>	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Begin to identify different ways to represent the past e.g stories, photos, adults talking about the past, BBC website :</p>	<p>Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story and evaluate their usefulness</p> <p>regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.</p>	<p>Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge</p> <p>regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.</p>	<p>Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p>	<p>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</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p>



Historical enquiry/ investigation	<p>Understanding the world Children know about similarities and differences in relation to places, objects, materials and living things</p>	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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; <p>choose and select evidence and say how it can be used to find out about the past.</p>		<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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; <p>begin to undertake their own research.</p>		<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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; <p>select relevant sections of information to address historically valid questions</p>	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Sort artefacts 'then' and 'now' Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Use a source – why, what, who, where to ask questions and find answers Sequence a collection of artefacts Use of time lines Discuss the effectiveness of sources</p>	<p>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, e learning from research Ask and answer questions</p>	<p>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</p>	<p>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</p>	<p>Recognise primary and secondary sources Use range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out Begin gathering from several sources together in a fluent account</p>



Knowledge and understanding	People and Communities Children talk about past and present events in their own lives and in the lives of family members	<p>use key vocabulary to demonstrate knowledge and understanding in this strand : 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:</p> <ul style="list-style-type: none"> 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; <p>describe significant individuals from the past.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: KS2 History National Curriculum Children should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> 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; <p>describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> 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; <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p>	
		<p>Recognise the difference between past and present in their own lives and others lives they know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened as a result Identify differences between ways of life at different times</p>	<p>Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and result of people's actions Understand why people may have had to do something</p> <p>Study change through the lives of significant individuals e.g. Queen Elizabeth I and Queen Elizabeth II</p>	<p>use evidence to reconstruct life in time studies identify key features and events look for links and effects in time studied offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p>



Organisation and communication	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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; <p>use drama/role play to communicate their knowledge about the past.</p>		<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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; <p>start to present ideas based on their own research about a studied period.</p>		<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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; <p>plan and present a self-directed project or research about the studied period.</p>	
	<p>Time lines 3D with objects / sequential pictures Drawing Drama / role play Writing (reports , labelling, simple recount) ICT</p>	<p>class display / museum annotated photographs ICT</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions: pictures, writing annotations, drama</p>	<p>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</p>	<p>Fit events into a display sorted by theme time Use appropriate terms, matching dates to people and events Record and communicate knowledge in different forms Work independently and in groups showing initiatives</p>	<p>Select aspect of study to make a display Use a variety of ways to communicate knowledge and understanding including extended writing Plan and carry out individual investigations</p>