

History Progression of Skills



National Curriculum (overview of learning)

EYFS - 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 words that support understanding across domains.

The development of children's spoken language underpins all seven areas of learning and development within the Early Years. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

KS1 – 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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2 – 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

<p>Curriculum Intent</p>	<p>At St. Teresa’s Catholic Primary School, the aim of History teaching is to ensure that all pupils are given the opportunity to learn about the past in Britain and the wider world. 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. History is a valued part of the curriculum at our school providing learning opportunities to spark the children’s curiosity and to inspire them to learn about real people and events, set in a context of time. We aim to equip the children with lifelong learning; to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. At St. Teresa’s Catholic Primary School, we understand our responsibility in preparing the children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society.</p>
<p>Implementation</p>	<p>The History curriculum has recently been reinvented by History subject leaders at St. Teresa’s. Pupils are taught about real people and real events that have shaped Britain and the wider world. As the children develop their historical knowledge, we aim to develop their skills in chronology as they learn where these events fit within in a timeline. The children are able to develop their understanding of historical concepts and methods of historical enquiry.</p> <p>In the Foundation Stage, the children develop their understanding of the world they live in through experiences that introduce the concept of time and change. Children learn how their lives change and apply their understanding of change by looking at significant individuals and how they brought about change to the world. Effective communication and language skills are crucial.</p> <p>In Key Stage One, the children are taught about significant events and people through a rolling programme. The children learn how the world has changed based on their prior-learning from Foundation Stage. Children develop their chronological understanding, historical enquiry skills and vocabulary by contrasting life now to life then. In Key Stage Two, the children are taught using a rolling programme which ensures that all children get a breadth and depth of events in the past. The topics have been arranged in chronological order so that the children can apply their prior learning of the way people and events can shape the world to a wider breadth of historical events and people such as contrasts, connections and trends over time.</p>
<p>Measuring the Impact</p>	<p>Teacher’s monitor each child’s progress using formative assessment and adjust their teaching accordingly to suit the needs of the individuals. Children are interviewed on an informal basis during lesson observations by the History Subject Leader, to gauge pupil’s opinions about the teaching of History and the understanding of skills</p>

learned, such as chronological awareness. History books and plans are monitored by the Subject Leader to ensure full curriculum coverage. In addition, Governors and the Subject Leading Team are informed of progress, updates and impact on children's learning in History through a presentation.

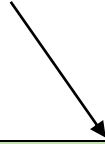
Laying the foundations for History within EYFS

In the **Foundation Stage**, the children develop their understanding of the world they live in through experiences that introduce the concept of time and change. Children learn how their lives change and apply their understanding of change by looking at significant individuals and how they brought about change to the world.

Understanding the World	Autumn	Spring	Summer
Topics	All about me & All around me	Superheroes	Come outside
Coverage	<p>Talk about our past experiences at preschool and compare with similarities and differences they share with school.</p> <p>Name and describe people who are familiar to them. Talk about members of their immediate family and community.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Can talk about what they have done with their families during Christmas' in the past. Some children may be able to describe past traditions.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Talk about members from world history and their significance (Captain Tom Moore etc). Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand that some places are special to members of their community.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Recognise hero's in our local community. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Begin to make sense of their own life-story and family's history. Recognising the significant features of a hero.</p>	<p>Talk about the changes that occur during the spring/summer and describe how this compares with the autumn and winter (new life and growing).</p> <p>Understand the effect of changing seasons on the natural world around them.</p>

The Early Years team will also look carefully at how children express their early historical knowledge and skills using communication and language skills.

Understanding the World Early Learning Goal: By the end of the Summer term, children at the expected level of development will meet the ELGs detailed below.



Understanding the World	Communication and Language	
Past and Present	Listening, Attention and Understanding	Speaking
<p>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. 	<p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> ➤ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ➤ Make comments about what they have heard and ask questions to clarify their understanding ➤ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> ➤ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ➤ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ➤ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Key Stage 1 and Key Stage 2

	KS1	LKS2	UKS2
Chronology	<p><i>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.</i></p> <ul style="list-style-type: none"> • Begin to sequence artefacts and events that are close together in time; • Start to order dates from earliest to latest on simple timelines; • sequence pictures from different periods; • describe memories and changes that have happened in their own lives; • Start to 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. • Begin to identify how periods of time can impact on individuals and events • Start to demonstrate a basic understanding of why certain events happened at certain times with some reasoning. 	<p><i>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.</i></p> <ul style="list-style-type: none"> • 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; • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Show their increasing knowledge & understanding of the past by: • Using specialist dates & terms & by placing topics studied into different periods (<i>century, decade, Roman, BC, AD...</i>) • Making <i>some links</i> between & across periods. 	<p><i>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.</i></p> <ul style="list-style-type: none"> • order an increasing number of significant events, movements and dates on a timeline using dates accurately; • accurately use dates and terms to describe historical events; • 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. Maya and Ancient Egypt. • In depth study of different periods, using appropriate vocabulary when describing the passing of time & historical concepts (<i>propaganda, bias,</i>

			<p><i>primary source, secondary source, reliability...)</i></p> <ul style="list-style-type: none"> • Analyse connections, trends & contrasts over time.
<p>Historical Interpretations</p>	<p><i>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <ul style="list-style-type: none"> • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • start to use stories or accounts to distinguish between fact and fiction; • Begin to explain that there are different types of evidence and sources that can be used to help represent the past. • Start to understand why certain people/events are significant in the wider context of history –their impact on the rest of the world. • Identifying that certain individuals and events have had an impact locally, nationally and internationally. 	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources.</i></p> <ul style="list-style-type: none"> • look at more than two versions of the same event or story in history and identify some differences. • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. • Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain • Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence • Identify some of the different ways in which the past can be represented, & that different versions of the past <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). 	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources.</i></p> <ul style="list-style-type: none"> • 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.

			<ul style="list-style-type: none"> • Interpret the achievements of civilisations (e.g. Maya cycle A) compared to other civilisations based on prior-learning and make a judgement on their significance – which achievements were more impressive? • Suggest reasons for different interpretations of the past. Begin to recognise why some events, people & changes might be judged as more historically significant than others.
<p>Historical Investigation</p>	<p><i>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</i></p> <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify reasons.</p> <p>To use evidence to ask questions and begin to say how it can be used to find out about the past.</p>	<p><i>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <ul style="list-style-type: none"> • use a range of primary and secondary sources to find out about the past. • construct responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past. • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research. 	<p><i>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material,

			<p>pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <ul style="list-style-type: none"> • select relevant sections of information to address historically valid questions and construct detailed, informed responses; • investigate their own lines of enquiry by posing historically valid questions to answer.
<p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<p><i>Pupils should identify similarities and differences between ways of life in different periods.</i></p> <ul style="list-style-type: none"> • Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally. • Identifying that the past is remembered or ‘constructed’ in different ways across the world. • Identifying that there are some themes that link history together – locality, transport etc. • recognise some similarities and differences between the past and the present; • identify similarities and differences 	<p><i>Children should note connections, contrasts and trends over time.</i></p> <ul style="list-style-type: none"> • Note key changes over a period of time and be able to give reasons for those changes; Building a coherent knowledge of the earliest civilisations, their chronological place in history and their impact on future civilisations e.g: • achievements, • housing, • society, • food, • entertainment, • beliefs • find out about the everyday lives of people in time studied compared with our life today; • housing, 	<p><i>Pupils should note connections, contrasts and trends over time.</i></p> <p>Building a coherent knowledge of British history from Lower Key Stage 2 and focusing on the wider world and its influence on Britain such as;</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Describe the key features of the past, including attitudes, beliefs and the</p>

	<p>between ways of life in different periods;</p> <ul style="list-style-type: none"> • know and begin to recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did; • describe some significant individuals from the past. 	<ul style="list-style-type: none"> • society, • food, • entertainment, • beliefs • identify key features, aspects and events of the time studied; <ul style="list-style-type: none"> • describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>everyday lives of men, women and children.</p>
<p>Presenting, Organising, Communicating and Using Sources as Evidence</p>	<p><i>Pupils should use a wide vocabulary of everyday historical terms.</i></p> <ul style="list-style-type: none"> • Start to show an understanding the difference between primary and secondary sources • show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; • talk, write and draw about things from the past; • use some historical vocabulary to retell simple stories about the past. • use drama/role play to communicate their knowledge about the past. 	<p><i>Pupils should develop the appropriate use of historical terms.</i></p> <ul style="list-style-type: none"> • Questioning the validity of sources and begin to understand any contradictions. • Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence. • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; • 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; • start to present ideas based on their own research about a studied period. 	<p><i>Pupils should develop the appropriate use of historical terms.</i></p> <ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • 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. • plan and present a self-directed project or research about the studied period. • Conduct an enquiry

			<ul style="list-style-type: none">• Identify the effectiveness of sources as evidence• Use sources of evidence as the basis for an opinion• Begin to make references to evidence as justification.
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