



Progression Documents

History

Intent	Implementation	Impact
<p>The 2014 National Curriculum for History aims to ensure that all children:</p> <ul style="list-style-type: none"> • 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 • 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 <p>At Spalding St Paul's Primary School, we have a planned sequence of lessons to ensure children 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>For KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time.</p> <p>The intent in KS2 is that children in all year groups have access to a study of Local History, British history and ancient World history. The repeat in KS2 of chronological order from modern to ancient allows for children to 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.</p>	<p>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. This 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.</p> <p>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.</p> <p>Through these lessons, we intend to inspire children develop a love of history and see how it has shaped the world they live in.</p>	<p>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 and opportunities suggested in lessons and overviews for wider learning. 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.</p>

Breadth of study:

Breadth of study Key Stage 1:

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
- 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. Examples could be 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.
- Significant historical events, people and places in their own locality

Breadth of study Key Stage 2:

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 – Ancient Egypt – an overview of where and when the first civilizations appeared and a depth study of one of the following:
 - 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 – the Mayan civilization

Threshold Concepts

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.	This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.	This concept involves using historical vocabulary and techniques to convey information about the past.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures and stories to find out about the past.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: Why an event happened? What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest consequences of some of the main events and changes in history.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
Build an overview of world history	<p>Describe historical events.</p> <p>Describe significant people from the past.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Give an overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe some of the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>
Understand chronology	<p>Recount changes that have occurred in their own lives.</p> <p>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.</p>	<p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>
Communicate historically	<p>Show an understanding of the concept of nation and a nation's history.</p>	<p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Use literacy, numeracy and computing skills in order to communicate information about the past.</p>	<p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use literacy, numeracy and computing skills to an high standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p> <p>Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p>	<p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use a range of ways to present information and ideas.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p>

Historical Timeline	<p>Events in 21st century Events from the past centuries Significant individuals from the past to compare life in different periods Historical event people and places in their locality</p> <p>Significant People 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]</p>		<p>BRITISH HISTORY SINCE 1066 History of the Local Area A Local History study</p>	<p>BRITISH HISTORY SINCE 1066 The Normans Study an aspect/theme in British History that extends pupils chronological knowledge beyond 1066.</p>	<p>BRITISH HISTORY SINCE 1066 Tudors Study an aspect/theme in British History that extends pupils chronological knowledge beyond 1066.</p>	<p>BRITISH HISTORY SINCE 1066 World War II Study an aspect/theme in British History that extends pupils chronological knowledge beyond 1066.</p>
	<p>Childhood then and Now Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>Kings, Queens & Leaders The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Seaside Holidays in the past Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p>The great Fire of London 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] [</p> <p>Explorers 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]</p> <p>Travel then and now Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Stone age to Iron age: Changes in Britain from the Stone Age to the Iron age.</p> <p>EARLY CIVILIZATIONS Early Civilizations The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p>	<p>INVADERS & SETTLERS Invaders and Settlers: Celts and Romans Roman empire and its impact on Britain</p> <p>EARLY CIVILIZATIONS The Egyptians 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</p>	<p>INVADERS & SETTLERS Settlers: Anglo Saxon & Scots Britain's settlement by Anglo-Saxon and Scots</p> <p>EARLY CIVILIZATIONS Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>INVADERS & SETTLERS Invaders and Settlers: Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>EARLY CIVILIZATIONS Mayan Civilization. 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>

HISTORY OVERVIEW			
	Autumn	Spring	Summer
Year 1	Childhood Past and Present Changes in Living memory	Kings, Queens and Leaders Events beyond living memory Changes in Living memory Lives of significant individuals	Seaside Holidays in the past Changes in Living memory
Year 2	Great fire of London / Bonfire night Events beyond living memory Lives of significant individuals	Great Explorers Events beyond living memory Lives of significant individuals	Travel then and now Events beyond living memory Lives of significant individuals
Year 3	Local History Study	Stone age and iron age	Early Civilization Earliest civilizations
Year 4	The Normans Chronological knowledge beyond 1066.	Invaders and Settlers: Celts and Romans	The Egyptians Earliest civilizations
Year 5	Tudors Chronological knowledge beyond 1066.	Settlers: Anglo Saxon & Scotts	Ancient Greeks Earliest civilizations
Year 6	World War I World War II Chronological knowledge beyond 1066.	Invaders and Settlers: Vikings	Mayan Civilization. A non-European society

KS1	Changes in Living memory	Events beyond living memory	Lives of significant individuals	Significant historical events, people and places in their own locality
KS2	Local History	British History	World History (Early Civilizations)	
		British History since 1066		