

History Progression

Purpose of Study: 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: The national curriculum for history aims to ensure that all pupils:

- 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

Key Reception Year Education programmes/ELGs	NC Key Objectives Coverage in KS1	NC Key Objectives Coverage in LKS2	NC Key Objectives Coverage in UKS2
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. Enriching and widening children's vocabulary will support later reading comprehension.	In planning to ensure the progression described through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.	In planning to ensure the progression described through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	

- comment on images of familiar situations in the past - compare and contrast characters from stories, including figures from the past <i>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</i> <i>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</i> <i>Show images of familiar situations in the past, such as homes, schools, and transport.</i> <i>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</i> <i>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</i> <i>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</i> <i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</i> <i>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</i> <i>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</i>	<u>To investigate and interpret British history</u> To find out about changes within living memory (linked to aspects of change in National life) To know about significant national events beyond living memory (e.g. the great fire of London, first aeroplane flight and events commemorated through festivals or anniversaries) To have studied the lives of significant individuals in Britain's past who have contributed to our nation's achievements some should be used to compare aspects of life in different periods (scientist, medical pioneers or creative geniuses see NC for examples) Significant historical events, people and places in their own locality <u>To build an overview of world history</u> To know about events beyond living memory globally (e.g. first aeroplane flight)	<u>To investigate and interpret British history</u> To study the Roman Empire and its impact on Britain To carry out a depth study of an aspect or theme in British history beyond 1066 WWII A local history study. Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – WWII 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.	<u>To investigate and interpret British history</u> To know about changes in Britain from the Stone Age to the Iron Age A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. E.g Greek art, architecture or literature <u>To build an overview of world history</u> To know about the achievement of early civilisations e.g. Ancient China To study one contrasting non-European society (could we use China again?) To study Ancient Greece and their influence on the western world
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	<u>To communicate historically</u> To use words and phrases relating to the passing of time to describe the passing of time. They should use a wide vocabulary of everyday historical terms. Ask and answer questions about the past. Choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and the different ways in which it is represented 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.	<u>To communicate historically</u> Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. To show an understanding of concepts such as civilisation, monarchy, parliament and war and peace.	<u>To communicate historically</u> Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.