

# St Mark's CE Primary School, Scarisbrick

## Progression of skills and knowledge for History

### Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### Understanding the World (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.

### Key Stage 1 National Curriculum Expectations

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 (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.

### Key Stage 2 National Curriculum Expectations

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 - 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.

## Intent

We offer structured, sequential and engaging lessons to ensure that our pupils have covered and retained the skills required to meet the aims of the national curriculum. The content allows for a broad, deep understanding of history and aims to develop historical skills and concepts which are transferable to whatever period of history is being studied. 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. In KS1 pupils are given the opportunity to acquire an understanding of time, events and people in their own, parents or grandparents memory. In lower KS2 the intent is that they are able to work further backwards in time to include ancient history and chronologically order and compare events with more modern topics. Developing this further, in upper KS2 pupils are able to embed this sequence of chronology with a wider selection of ancient history and therefore truly develop and embed a sense of time and how civilisations were interconnected and their impact on our daily lives.

## Implementation

In order for children to know and retain more knowledge within 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 lessons help children build on prior knowledge alongside introducing new skills and challenge. 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. Through these lessons, we intend to inspire all pupils to develop a love of history and see how it has shaped the world they live in. Additional educational visits and trips will help to provide pupils with physical hands-on experiences that are appropriate to the topic being studied and where possible, local historical sites will be visited developing their own knowledge of the immediate area.

## Impact

The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners therefore allowing them to build and consolidate their understanding more successfully. 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. We want to ensure that history is loved by 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, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning. Before leaving KS2, children will have developed a confident sequence of chronology for a range of ancient and modern historical events, can compare and contrast a wide range of civilisations and most importantly have developed a life-long love for historical enquiry.

## Chronological Understanding

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use simple words to talk about the passing of time.	<p>Sequence events in their life.</p> <p>Develop a simple awareness of the past.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Place events on a simple timeline.</p>	<p>Sequence artefact closer together in time. Check accuracy using books/ICT.</p> <p>Sequence photographs from different periods of their life.</p> <p>Place events on a simple timeline, adding times previously studied.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Use dates and terms related to the unit studied and describe passing of time.</p> <p>Sequence several key events or artefacts.</p> <p>Begin to develop a chronologically secure knowledge and understanding of British, local and World History.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex Historical terms e.g. BC/AD/CENTURY</p> <p>Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Gain greater Historical perspective by placing their growing knowledge into different contexts.</p> <p>Use of relevant terms and period labels - Empire, civilisation, parliament and peasantry.</p> <p>Make comparisons between different times in the past.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and World History, including ancient civilizations.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</p> <p>Sequence previously studied topics on a timeline to gain greater Historical perspective.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and World History from a wide range of dates and civilizations.</p>

## Range and depth of Historical Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about past and present events in their own lives and in the lives of family members.	<p>Recognise the difference between past and present in their own life and the lives of others.</p> <p>Know and briefly recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about simple similarities and differences between life at different times.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know and recount episodes clearly from stories about the past, knowing and understanding key events.</p> <p>Talk about some similarities and differences between ways of life in different periods of time.</p>	<p>Find out about everyday lives of people in time period studied.</p> <p>Compare and contrast with our own lives today.</p> <p>Identify reasons for and results of people's actions throughout period studied.</p> <p>Understand why historical figures through history made certain decisions and what their goals were.</p>	<p>Use evidence to reconstruct what life would have been like in the time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in the time studied.</p> <p>Offer a reasonable explanation for some events that may have occurred during period studied.</p>	<p>Study different aspects of different groups of people - differences between men and women or hierarchies.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare ways of life using a broader range of historical knowledge including ancient civilisations.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>

## Interpretations of History

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify and talk about simple similarities and differences.	<p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p> <p>Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p> <p>Compare adults talking about their past - How reliable are their memories?</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p> <p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p>	<p>Identify and give reasons for the different ways in which the past is represented.</p> <p>Distinguish between different sources - compare different versions of the same story.</p> <p>Make connections between Historical periods studied.</p> <p>Note connections and cause and effect in Historical periods studied.</p> <p>Look at representations of the period e.g. Museum, cartoons etc.</p>	<p>Look at and evaluate the evidence available to them about period of study.</p> <p>Begin to evaluate the usefulness of different sources and make sensible choices when researching.</p> <p>Make notes of connections between Historical periods studied.</p> <p>Use text books and own growing Historical knowledge to gain a better perspective e.g. wider literature, film, historical internet sites.</p>	<p>Compare different accounts of events from different sources including those of fact or fiction.</p> <p>Offer some reasons for different versions of events and attempt to explain using evidence why these exist.</p>	<p>Link sources and work out how conclusions were arrived at. Then draw their own personal conclusions.</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research by cross-referencing the information gathered.</p>

## Historical Enquiry

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequence pictures to show time order.	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer simple Historical questions with support from adults.</p>	<p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</p> <p>Ask and answer appropriate Historical questions, using their growing Historical knowledge.</p>	<p>Use a range of sources to find out about a period of time in history.</p> <p>Observe small details of artefacts and pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use the library and the Internet for own personal research.</p> <p>Ask and answer simple questions.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life from the past.</p> <p>Ask and answer a variety of broader and appropriate questions.</p> <p>Use the library and the internet for own personal research.</p> <p>Answer and begin to devise own Historically valid questions.</p>	<p>Begin to identify primary and secondary sources within history.</p> <p>Use evidence to build up a more accurate and detailed picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence and reliability.</p> <p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Consistently and securely recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time in the past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>

## Organisation and Communication

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to and recall simple Historical stories.	<p>Communicate their knowledge through discussion, drawing, drama and role play, making models.</p> <p>Use simple terms to talk about the passing of time.</p>	<p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using digital resources.</p> <p>Use specific terms to talk about the passing of time.</p>	<p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and digital resources.</p> <p>Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Use Historically accurate terms to talk about the passing of time.</p>	<p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and digital resources.</p> <p>Construct own responses beginning to select and organise relevant Historical information.</p> <p>Use more technical Historically accurate terms securely to talk about the passing of time e.g. BC/AD/CENTURY</p>	<p>Recall, select and organise historical information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>	<p>Recall, select and organise information from a wide range of periods throughout history.</p> <p>Construct informed responses that involve thoughtful selection and organisation of all relevant Historical information covered.</p> <p>Communicate their knowledge and understanding through discussion, diagrams, drama and role play, making models, writing and computer processing.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>

## Core Vocabulary and terminology

Recurring Subject Specific Concepts and Vocabulary in History			Key Recurring Vocabulary			
			Broader Terminology		Historical Terminology	
Alliance Archaeologist Agriculture  Bastion/Stronghold Border Beliefs Church Chief City Civilization Community Conquest Civilian Colony Court Coalition Citizen, culture Conflict  Dictator Defeat Democracy Diplomacy  Expedition Emperor Election Exploration Estate Empire Exile	Exploration Eye-witness  Farming Famine Frontier Flee  Galleon Government  Hostility Hierarchy  Invasion Invader  King  Liberation Legacy  Monarch Monarchy Migration Military  Neutral Navigation  Occupation Oppression	Opposition  Persecution Poverty Parliament Priest  Rulers and leaders Reign Resistance Rebellion  Surrender Source Settlement Settler Senate  Treaty Tyranny Triumph Trade Transport Tribe Taxation Transport  Warrior	Roles Invasion Empire Transport Military	Rulers Leaders	Continuity Change Significance Cause Consequence Evidence Chronology Investigate Interpret Era Connections Contrast Secondary sources Similarity and difference Interrogate Connections	Enquire Question Hierarchy Reliability Validity Influence Artefact



Additional Vocabulary KS1	History, past, present, time, today, yesterday, tomorrow, future, here, now, then, last week/month, last year, x years ago, a long time ago, timeline, order, memory, remember, remembrance, anniversary, first, last, birth, born, young/younger child, children, teenager, parent/grandparent, senior, citizen, old/older, life, death, died, ancient, change, changes, hours, weeks, years, decade, century, hundred, thousand, millions, AD/CE , BC/BCE, monarchy, monarch, kingdom, king/queen, royal, throne, crowned, reign, castle, significant, famous, special, modern, people, event, Britain, British, local, national, artefact, object, museum, compare, similar/different, when/why, role.
Additional Vocabulary KS2	Chronology, chronological, direction, sequence, political, religious, social, timescale, commemorate, anniversary, centenary, centenarian, narrative, remembrance, impact, invasion, culture, beliefs, settlements, achievements, archaeology, archaeologist, explorer, artefact, sources, primary source, primary evidence, secondary source, secondary evidence, evidence, analysis, hypothesis, oral history, narrative, investigation, infer, inference, change, continuity, events, diversity, society, significant, significance, cause, causation, consequence, similarity, difference, trends, interpretation, hypothesis, Britain, British, national, international, Empires, emperor, conquer, civilisation, Vikings, Romans, centurion, stone age, Neolithic, Paleolithic, Mesolithic, hunter-gatherer, bronze age, iron age, Celts, Anglo-Saxons, dark ages, Christianity, Monastery, monk, Normans, conquest, medieval, middle ages, peasant, Georgians, Victorians, Tudors, Stuarts, monarch, monarchy, aristocracy, ancient, earliest, prehistoric, prehistory, century, millennium, parliament, democracy, government, Greeks, Grecian, Egypt, Egyptian, Maya, AD, BC, CE, BCE, era, migration, emigrant, immigrant.