

# History

## Progression Map

### Level Expected at the End of EYFS

Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul>
Reception	Understanding the World		<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

### 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 [WW1];
- 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, Mary Seacole and/or Florence Nightingale and Sister Dora];
- significant historical events, people and places in their own locality.

Y1

Y2

### 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 Egypt;
- 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 – Mayan civilization

Y3

Y4

Y5

Y6

## Intent

History at St Peter's Catholic Primary School aims to develop historical skills and concepts which are transferable to whichever period of history is being studied and will equip children for future learning giving them the ability to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. Through our History teaching we promote a respect and understanding of different cultures and practices, looking at history in our own locality to understand how this is important to us. All children are encouraged to develop their investigative skills using sources to find out about the past and begin to undertake their own research, raising questions to deepen their knowledge and understanding of history and how we can use these skills to continue to learn about the past.



## Implementation

Units of work are organised through a sequence of lessons based around the National Curriculum that helps to develop the children's understanding of the unit, building on prior knowledge and developing language and investigative skills. They are taught in blocks to enable children to develop a deeper understanding of knowledge. Assessment takes place through identifying children's recall of historical facts, use of technical vocabulary and use of historical skills. Use of hands on sources are included in lessons to encourage wonder, awe and questioning. Children are able to visit their local community in order to develop an understanding of their local history. Knowledge Organisers are shared between home and school via our school portal to strengthen home-school links and enable parents to be involved in their children's learning.



## Impact

At St Peter's School we want children to develop a life-long love of learning which centres around the teachings of Jesus Christ. We want our pupils to understand that God was and is present in the history of our world. Through History we are guided to understand the complexities of people's lives, the process of change, the diversities of societies and relationships between different groups. Our pupils will be encouraged to think, reflect, engage and debate to consider the impacts of our actions and understand the consequences of these. By developing questioning skills and further enquiry, children will be developing skills for life while also learning historical facts, developing an appreciation for History both globally and locally. Progress will be tracked over time to ensure that year on year children are accessing age appropriate knowledge, vocabulary whilst developing progressive skills.

	KS1	LKS2	UKS2
Historical Interpretations	<p>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"> <li>a start to compare two versions of a past event;</li> <li>b observe and use pictures, photographs and artefacts to find out about the past;</li> <li>c start to use stories or accounts to distinguish between fact and fiction;</li> <li>d explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a look at more than two versions of the same event or story in history and identify differences;</li> <li>b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a find and analyse a wide range of evidence about the past;</li> <li>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>c consider different ways of checking the accuracy of interpretations of the past;</li> <li>d start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>e show an awareness of the concept of propaganda;</li> <li>f know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>g begin to evaluate the usefulness of different sources.</li> </ul>
Historical Investigations	<p>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"> <li>a observe or handle evidence to ask simple questions about the past;</li> <li>b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>c choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p>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"> <li>a use a range of primary and secondary sources to find out about the past;</li> <li>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;</li> <li>c gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>d regularly address and sometimes devise own questions to find answers about the past;</li> <li>e begin to undertake their own research.</li> </ul>	<p>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"> <li>a recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>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;</li> <li>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>d investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Chronological Understanding</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>a sequence artefacts and events that are close together in time;</li> <li>b order dates from earliest to latest on simple timelines;</li> <li>c sequence pictures from different periods;</li> <li>d describe memories and changes that have happened in their own lives;</li> <li>e 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.</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>a 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;</li> <li>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and also know of the non-religious terminology Before Common Era (BCE) and Common Era (CE).</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>b accurately use dates and terms to describe historical events;</li> <li>c understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt; Ancient Rome, Ancient Greece and Iron Age; Anglo Saxons and Vikings</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p>	<p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise some similarities and differences between the past and the present;</li> <li>b identify similarities and differences between ways of life in different periods;</li> <li>c know and recount episodes from stories and significant events in history;</li> <li>d understand that there are reasons why people in the past acted as they did;</li> <li>e describe significant individuals from the past.</li> </ul>	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a note key changes over a period of time and be able to give reasons for those changes;</li> <li>b find out about the everyday lives of people in time studied compared with our life today;</li> <li>c explain how people and events in the past have influenced life today;</li> <li>d identify key features, aspects and events of the time studied;</li> <li>e describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>c examine causes and results of great events and the impact these had on people;</li> <li>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>

<b>Presenting, Organising and Communicating</b>	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> show an understanding of historical terms, such as monarch, parliament, government, recently, decades, centuries;</li> <li><b>b</b> talk, write and draw about things from the past;</li> <li><b>c</b> use historical vocabulary to retell simple stories about the past;</li> <li><b>d</b> use drama/role play to communicate their knowledge about the past.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li><b>b</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;</li> <li><b>c</b> start to present ideas based on their own research about a studied period.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li><b>b</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;</li> <li><b>c</b> plan and present a self-directed project or research about the studied period.</li> </ul>
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