

St Columb Major Academy: History Curriculum Progressions



The National Curriculum states:

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.

History Curriculum: NC Programmes of Study							
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Dev Matters: Characteristics of Effective Learning	Develop an awareness of the past, using common words and phrases relating to the passing of time. 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. Use a wide vocabulary of everyday historical terms. Ask and answer questions, 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 identify different ways in which it is represented.		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. 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.			
Knowledge	UW: People & Communities (30-50 & 40-60) UW: The World (30-50 & 40-60)	1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life . 2. Events beyond living memory that are significant nationally or globally . 3. 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. 4. Significant historical events, people and places in their own locality.		1. Changes in Britain from the Stone Age to the Iron Age (Y3) 2. The Roman Empire and its impact on Britain . (Y4) 3. Britain’s settlement by Anglo-Saxons and Scots . (Y5) 4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor . (Y6) 5. A local history study (Y3 & Y4) 6. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 . (Y5) 7. 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 . (Y3) 8. Ancient Greece – a study of Greek life and achievements and their influence on the western world . (Y3) 9. 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. (Y6)			

History Curriculum: Progression of Skills

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Characteristics of Effective Learning</p> <p>Finding out and exploring:</p> <ul style="list-style-type: none"> •Showing curiosity about objects, events and people •Showing particular interests <p>Playing with what they know:</p> <ul style="list-style-type: none"> •Pretending objects are things from their experience 	<p>Sequence events in their life, and in their parents/grandparents lives.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p>	<p>Sequence artefacts closer together in time & then check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from the period studied on a time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Know & sequence key events of the time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on the time line in relation to other studies</p> <p>Use relevant dates and terms confidently and in the correct context in all aspects of their work, both verbally and written.</p> <p>Sequence up to 10 events on a time line</p>
Range & depth of Historical Knowledge	<p>Being involved and concentrating:</p> <ul style="list-style-type: none"> •Maintaining focus on their activity for a period of time •Paying attention to details <p>Making links:</p> <ul style="list-style-type: none"> •Making links and noticing patterns in their experience 	<p>They know and recount episodes from stories about the past.</p> <p>Recognise the difference between past and present in their own and others lives</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Understand that the past lives of people were different to today - identify some of these differences in periods/events studied.</p>	<p>Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p> <p>Find out about every day lives of people in time studied.</p> <p>Compare with our life today.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people - differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Find out about 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>Give an 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		<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the 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 and give reasons for different ways in which the past is represented.</p> <p>Look at representations of the period – museum, cartoons etc</p> <p>Discuss reliability of photos/ accounts/stories.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</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</p>
Historical Enquiry		<p>Find answers to simple questions about the past from sources of information e.g. people, pictures or artefacts</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and internet for research.</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 in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>	<p>Know the difference between primary and secondary sources and, through discussion, categorise the sources they are using.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Identify what a source cannot tell us and suggest how any missing information could be found.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>
Organisation & Communication		<p>Communicate their knowledge through: Discussion/Drawing pictures/Drama or role play/Making models/Writing/Using ICT</p>			<p>Recall, select and organise historical information. Communicate their knowledge and understanding.</p>		<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>