



HORNCastle PRIMARY SCHOOL

Subject Progression – History

Purpose & Aims	<p>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 curiosity and help pupils 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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and to develop perspective and judgement. We aim to ensure that all pupils know and understand the history of these islands as a coherent, chronological narrative, 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 including the achievements and follies of mankind; gain and deploy a historically grounded understanding of abstract terms; understand historical concepts and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts; understand the methods of historical enquiry and recognise how and why contrasting arguments and interpretations of the past have been constructed; gain historical perspective by placing their growing knowledge into different contexts whilst 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>
EYFS	<p>Children are born into history. They have no memory of it, yet their journey begins in the middle of a story that they haven't even heard of yet. As children begin to grow, history to small children is about gaining an understanding of the importance of themselves and their surrounding family. This importance is facilitated by questions of 'Where did I come from?' and 'Was I always here?'. These then build up the foundations of a child beginning to understand where they fit into history.</p> <p>During Foundation Stage, history is taught through the area of learning 'Understanding the World' and focuses on the individual child and the memories that the child has built from birth. To engage children with history, there will be a variety of child-initiated and adult-led approaches. A lot of adult-led activities will be based around conversations with the child, allowing them to ask and answer questions around their own lives and the lives of people who are important to them. It may be that they are asked to remember, or use a picture, to discuss a special event, routine or custom for their family. They will then have a discussion in groups about the similarities and differences between their family, other families or different generations in their own family. Opportunities for child-initiated learning will be facilitated through provision around the department. Children will be discussing and showing their understanding of the world, whether that be through acting out the roles of different occupation in the role play area or having discussions around old toys, non-fiction books or a globe in small groups. Children will also begin to talk about why things happen and how things work and will develop an understanding of growth, decay and changes over times through hands on experiences. They will talk about the things they have observed, looking closely at similarities and differences, patterns and changes.</p> <p>Children will begin to understand the meaning of the past, with key dates in the UK calendar discussed such as Christmas, Easter and New Year. There will also be discussions around charity days and Remembrance Day and why we celebrate past events on certain dates. During these discussions, children will begin to understand the language of time and that these things happened in the past and now we celebrate them as part of our history. Another important day that the children will discuss is their birthday.</p> <p>By the end of EYFS, most children will be able to:</p> <ul style="list-style-type: none"> Talk about the past and present events in their own lives Talk about the past and present events in their families lives Know about similarities and differences between themselves and others Know about similarities and differences between families, communities and traditions Know about similarities and differences in relation to places, objects, materials and living things Talk about the features of their own immediate environment and how environments may vary from one another

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Areas	<p>Events commemorated through festivals or anniversaries</p> <p>Changes within living memory</p> <p>Significant historical events, people and places in own locality</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Events commemorated through festivals or anniversaries</p> <p>Changes within living memory</p> <p>Significant historical events, people and places in own locality</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Changes in Britain from the Stone Age to the Iron Age, 6000BC</p> <p>The Roman Empire and its impact on Britain, 60-476 AD (British resistance – Boudica)</p>	<p>Britain's settlement by Anglo-Saxons and Scots, 410-1066 AD</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (750-1060AD, 440-1066 AD)</p> <p>Ancient Egypt</p>	<p>WW2: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - significant turning points in British history</p> <p>A non-European society that provides contrast with British history – Mayans</p> <p>A local history study – how WW2 affected Horncastle</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
To investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to the past.</p> <p>Ask questions such as: 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>They should ask and answer questions to find out about the past.</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>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>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p>	<p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
To build an overview of world history	<p>Describe historical events</p> <p>Describe changes that have happened in the locality of the school throughout history</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 the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Understand significant historical events, people and places in their own locality.</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>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</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>
To understand chronology	<p>Recount changes that have occurred in their own lives</p> <p>Label time lines with words or phrases such as: past, present, older and newer</p>	<p>Place events and artefacts in order on a time line</p> <p>Use dates where appropriate</p>	<p>Place events, artefacts and historical figures on a time line using dates</p> <p>Use dates and terms to describe events</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 some in chronological order.</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change</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>Understand the concept of continuity and change over time, representing them, along with evidence on a time line</p>

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To communicate historically	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.	Show an understanding of the concept of nation and a nation's history. Use historical vocabulary to understand historical events.	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace Use appropriate historical vocabulary to communicate including dates, time period, era, change, chronology	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past Use appropriate historical vocabulary to communicate effectively.	Use appropriate historical vocabulary to communicate including dates, time period, era, chronology, continuity, change, century, decade, legacy etc.	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past Use original ways to present information and ideas. Use appropriate historical vocabulary to communicate effectively.