



Higham Primary School Progression of Knowledge and Skills – History

Intent

Our ambition for History is to provide children across the key stages with a wide ranging look into the past to enable them to be inspired for the future. History is carefully planned to ensure that there is a comprehensive coverage of the skills and concepts required in the Early Years Foundation Stage and the National Curriculum. From Early Years to Year 6 at Higham, we endeavor to make learning memorable in order to develop historical skills and concepts; so that this can be built upon as the children develop their understanding. We want to ensure the children can apply these skills to whatever period of history is being studied, through use of clear assessment of children's understanding and effective use of resources within lessons. Our curriculum ensures that essential skills and concepts are revisited and developed further so that the children can improve their understanding and embed into their long term memory. These key historical skills and concepts, which are revisited throughout different themes, include: chronology, historical terms, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities and differences and historical significance. Through this, we aim for the children to develop a passion for history through stimulating and challenging lessons delivered by teachers who have strong subject knowledge and ensure that there is clear progression for all children and that their skills are transferrable to other subjects across the curriculum.

Implementation

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. At Higham, we have a flexible approach to the learning and planning for history and adapt to our children's learning needs, understanding and skills. This approach demonstrates good practice and helps develop a depth to the children's historical understanding. Through revisiting and consolidating skills, our lesson plans and use of resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is an integral part of each lesson; this is a selection of key terms that are appropriate to each key stage and year. We provide children with the opportunity to develop confidence in key language and vocabulary. By embedding key vocabulary in each lesson, as well as it being displayed in classrooms, it supports understanding and gives children the confidence to use this terminology appropriately. High quality planning and current resources provide teachers with accurate historical subject knowledge and allows them to feel confident and supported with the historical skills and knowledge that they are teaching. Our history lessons aim to motivate children to develop a love of history through enrichment of the subject and appreciate how it has shaped the world they live in.

Impact

Our clear, progressive history curriculum will develop pupil's historical skills and knowledge throughout their school life. The profile of history at Higham is raised through a consistent learning environment with historical vocabulary displayed, spoken and used by all children, engaging displays and high quality resources to support learning. History will be valued and appreciated by children and teachers across school, inspiring them to continue building on their historical knowledge and understanding, now and in the future. The impact of our history curriculum will also be measured through key questioning skills built into lessons, child-led assessment such as success criteria and summative assessments aimed at targeting next steps in learning.



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Early Years Foundation Stage			
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.

For further details on History in EYFS please see separate document 'History in EYFS'



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>ELG</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> • 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 • 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 • significant historical events, people and places in their own locality 		<p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • 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 • 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • a local history study 			
Theme		A Trip Down Memory Lane Journeys	London's Calling Pole to Pole Calm Coasts & stormy seas	Time Travellers The Empire Strikes	Tomb Raider Quest for the Kingdom	Meet the Greeks Let It Flow	Explorers Inventors and Industry All Change

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Historical Knowledge	ELG <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Changes within living memory, revealing aspects of change in national life. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. 	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. 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. 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world. A local history study of the River Thames. 	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Victorians A local history study – Victorians and Charles Dickens.
Chronology	ELG <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young. I can put a few events, photos or objects in order of when they happened. 	<ul style="list-style-type: none"> I can use words and phrases to describe when things happened e.g. decade, century. I can order events and people I have studied using a simple timeline. I can compare when the events took place (those I am studying in relation to those studied before e.g. Victorians) I can give reasons for the order of events or people using vocabulary relating to the passing of time. 	<ul style="list-style-type: none"> I can describe events and periods of time using the words; BC, AD, century, ancient. I can describe events from the past using dates when things happened. I can order the periods I am studying on a timeline and compare to events I already know about. I can use a timeline to order events and significant people for the period of time I am studying. 	<ul style="list-style-type: none"> I can use words and phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied. I can place periods of history on a timeline showing periods of time. I can use a timeline to order events and significant people for the period of time I am studying. I can use chronology to explain how an aspect of life has changed over more than one historical era. 	<ul style="list-style-type: none"> I can use dates and historical vocabulary when ordering and comparing events from the past. I can draw timelines to show a range of information e.g. periods of history, events, significant people. I can use a timeline to compare periods of history that I have studied so far. I can use chronological skills to show when places developed and how life has changed in the local area 	<ul style="list-style-type: none"> I can use a timeline and dates to demonstrate changes and developments in aspects of life over time. I can use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Victorians, Modern Day to place events in the right place.

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Interpretation of History	<p>ELG</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • I can talk about things that happened to me in living memory. • I can name some things that happened to other people or events in living memory. • I can identify objects from the past and say how I know. • I can identify the main differences between old and new objects/photos. • I can explain how my local area was different in the past. 	<ul style="list-style-type: none"> • I can recount the life of someone famous who lived in the past and what they did. • I can make comparisons between some aspects of life in different time periods. • I can recall facts about significant local people from the past. • I can suggest why people acted as they did. • I can identify some of the ways we find out about the past and know that some are more reliable than others. 	<ul style="list-style-type: none"> • I can say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past. • I can describe some similarities and differences between people, events and artefacts from the past. • I can explain how events from the past have shaped our lives today. • I can say what is similar and different about two different accounts of the same event, and how this can affect our understanding of history. • I can use evidence to describe <u>some</u> of the following: houses and settlements, buildings and their uses, culture and leisure, way of life for different people e.g. rich and poor • I can provide examples of how events in the past have influenced life today 	<ul style="list-style-type: none"> • I can suggest why certain events happened or people acted as they did in history. • I can explain some similarities and differences between people, events and artefacts from the past and explain the significance of these. • I can suggest the causes of key events and changes in the time periods I am studying. • I can identify differences in accounts of history and suggest reasons for these. • I can use evidence to describe <u>some</u> of the following and explain how they are similar or different in different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor 	<ul style="list-style-type: none"> • I can research two versions of an event, identifying differences between them. • I can explain with clear reasons why there may be different accounts of history. • I can use historical sources to understand bias/contrasting arguments. • I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor • I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same. I can explain why this might have happened using evidence. • I can explain how events in history are significant in British and World history. 	<ul style="list-style-type: none"> • I can explain how significant events have helped shape the country we have today. • I can summarise the main events from a specific period in history, explaining the order in which they happened. • I can summarise how Britain has had a major influence on world history. • I can recognise and describe differences and similarities / changes and continuity between periods of history. • I can evaluate evidence to choose which is the most reliable form. • I can explain how people have points of view and this can affect their interpretation of the past. • I can give clear reasons why there might be different accounts of history.



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Historical Enquiry	<p>ELG</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • I can recall events from the past from stories that have been read to me. • I can ask and answer questions about artefacts and pictures from the past. • I can give a plausible explanation about what an object was used for in the past. • I can use pictures and artefacts to say what was different in the past. • I can find out about something in the past by asking someone who can remember the event. 	<ul style="list-style-type: none"> • I can use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts • I can use books to help me find out about the events I am studying. • I can ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory). 	<ul style="list-style-type: none"> • I can ask and answer questions about how things were different in the past and how aspects of life have changed over time. • I can suggest various sources of evidence to help me answer questions about the past. • I can use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts. • I can ask historical questions based on evidence. 	<ul style="list-style-type: none"> • I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past. • I can lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner. 	<ul style="list-style-type: none"> • I can use a range of primary and secondary evidence. • I can use artefacts to pose questions/hypothesis, which I back up using other sources. • I can distinguish between reliable and unreliable sources of evidence to answer questions about the past. • I can ask and answer questions about continuity and change, causes and consequences, similarities and differences and significance. • I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways. 	<ul style="list-style-type: none"> • I can give more than one reason to support an historical argument. • I can confidently use a range of sources of evidence. • I can identify and explain historical bias and why someone might want to persuade another person about a version of events. • I can lead my own enquiry into an aspect of World history and present my findings in a range of ways.



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Organisation and Communication	ELG <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • I can explain my historical understanding through a range of practical and written activities. • I can use pictures, drama, role play, build models and use timelines to present my work. 	<ul style="list-style-type: none"> • I can explain my historical understanding through a range of practical and written activities. • In addition to Year 1, I can use photographs, written accounts and stories to present my understanding. 	<ul style="list-style-type: none"> • I can use historical sources to create written narrative and structure accounts. • I can select and organise information to answer a question, communicated for example, as a presentation, a poster, written form • I can draw labelled diagrams and write about them to tell others about people, objects and events from the past. 	<p>In addition to that in Year 3:</p> <ul style="list-style-type: none"> • I can present my findings about the past using speaking, writing, ICT, drama and drawing skills. • I can communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out. 	<p>In addition to Year 3 and 4:</p> <ul style="list-style-type: none"> • I can choose the most appropriate way to present my information, for an intended audience and purpose. 	<p>As in previous year groups but with greater depth and sophistication.</p> <ul style="list-style-type: none"> • I can use extended writing and presentations to explain key aspects of a time period.