

Faldingworth and Normanby by Spital School

Fair Acres Federation

History Progression Document

Intent

Across the Fair Acre Federation, it is our intention that our children will be given a wide range of opportunities to develop their historical knowledge and skills enabling them to think as historians.

As a result of history being taught throughout Early Years Foundation Stage, Key Stage 1 and Key Stage 2, we want:

- our pupils to gain clear knowledge and understanding of Britain's past and that of the wider world.
- our lessons to inspire pupils' curiosity so that they *want* to know more about the past.
- to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- to teach children 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.

Implementation

Our children will be taught History in a way that ensures progression of the knowledge and skills set out in the National Curriculum (2014), and builds on previous learning. Teachers use the progression of knowledge and skills document to plan their history lessons. This ensures that the knowledge and skills taught are progressive from year group to year group. . Teachers may block teaching and learning of history but will ensure there is an appropriate balance and distribution of work across the year. It is important that history knowledge, from previous topics, is revisited to review that knowledge has 'stuck' and provide another opportunity to revisit the knowledge again to help it 'stick'.

Teaching and Learning

Our main aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons to achieve this. We believe children will be able to think like a historian when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books, photographs, films, artwork etc
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- They will have access to knowledge organisers for each topic

Overview of Teaching and Learning in History

Early Years History is taught in the Early Years as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.	Key Stage 1 During Key Stage 1, pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will be taught about the people, events and changes from a range of historical periods and will: • learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • be encouraged to use a wide vocabulary of everyday historical terms. • be challenged to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • be supported to understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Key Stage 2 During Key Stage 2 pupils will 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. They will be taught about British, local and world history and will: • be encouraged to note connections, contrasts and trends over time and develop the appropriate use of historical terms. • be challenged to devise historically valid questions about change, cause, similarity and difference, and significance. • be given opportunities to construct informed responses that involve thoughtful selection and organisation of relevant historical information. • be supported to understand how our knowledge of the past is constructed from a range of sources.
Pupils will be taught about: • the lives of the people around them and their roles in society; • similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class; • the past through settings, characters and events encountered in books read in class and storytelling.	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 • significant historical events, people and places in their own locality.	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.

Impact:

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

Assessment is an integral part of the teaching and learning process. Teachers monitor progress in a formative way and adjust their teaching accordingly. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will follow the school's marking policy.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Images and videos of the children's practical learning/learning walks and observations.
- POP tasks (proof of progression)/comparative judgement
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Action planning for progress

Main characteristics of a unit of learning in history will include:

- Recording in books
- Knowledge organiser
- Enhancing the learning through the environment –images, books, vocabulary, timelines on display
- Finding out what the children already know (eg KWL grid)
- Understanding where the focus period being studied fits into a timeline of world and British history
- A link to local history – events, people or places
- Memorable experiences which help knowledge, skills and vocabulary to 'stick' such as practical experiences, songs, rhymes, games, drama, pictures, art and visits/visitors
- A range of sources including books, images, film clips and artefacts
- Access and exposure to a range of timelines and timeline activities
- Review and Revisit key ideas

History Progression Map - Knowledge, Skills and Vocabulary

History curriculum is planned and sequenced so that new knowledge, skills and vocabulary builds on what has been taught before. We recognise that all new learning is fragile and therefore can be forgotten unless we take explicit steps to revisit and refresh the learning. Key vocabulary must be taught within the year group but reference to previous year group’s vocabulary is essential in order for children to secure their understanding of the technical vocabulary.

- KS1 Historical focus

– all units to link to include local study links
- KS2 Historical focus

- Blue –in depth study which includes a local history study (12 -14 weeks)

- Yellow – overview study (6-8 weeks)

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Focus	- the lives of the people around them and their roles in society; - similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class; - the past through settings, characters and events encountered in books read in class and storytelling.	- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - 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 - 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] - significant historical events, people and places in their own locality.	- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - 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 - 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] - significant historical events, people and places in their own locality.	- Changes in Britain from the Stone Age to the Iron Age including an aspect of local history study - 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	- The Roman Empire and its impact on Britain including an aspect of local history study - Ancient Greece – a study of Greek life and achievements and their influence on the western world	- Britain’s settlement by Anglo-Saxons and Scots including an aspect of local history study - 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.	- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor including an aspect of local history study - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Chronological understanding	Know Comment on images of familiar situations in the past. (KUW)	Know the distinction between past and present (within the context of their own life). Know, order and sequence some familiar events and objects. Know some similarities and differences between ways of life at different times. Know and use some everyday terms about the passing of time such as 'a long time ago' and 'before'.	Know, order and sequence events and artefacts, closer in time, on a time line. Recognise and know that their own lives are similar and/or different from the lives of people in the past. Know and use common words and phrases concerned with the passing of time. Know and use dates where appropriate	Know where events, artefacts and historical figures are on a time line using dates and/or historical terms Know that the past can be divided into different periods of time. Know trends and changes over time – using a timeline. Know and use dates and terms to describe events	Know and use dates and historical terms when ordering events and objects on a timeline. Know and understand the concept of change over time, representing this, along with evidence on a time line Know where people and events fit into a chronological framework. Know how to explore links and contrasts within and across different periods of time. Know and use more complex historical terms – e.g – BC/AD	Know and use dates and appropriate historical terms to sequence events and periods of time. Know where people, places and periods of time fit into a chronological framework. Know and describe links and contrasts within and across different periods of time including short-term and long-term time scales. Know and use dates and terms accurately in describing events	Know and use dates and a wide range of historical terms when sequencing events and periods of time. Know how to develop chronologically secure knowledge of the events and periods of time studied. Know how to analyse links and contrasts within and across different periods of time including short-term and long-term time scales. Know and understand the concept of continuity and change over time, representing them, along with evidence on a time line.
Events, people and changes in history	Talk about members of their immediate family and community. (KUW) Name and describe people who are familiar to them. (KUW) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L)	Know about and describe historical events know and retell some events from beyond their living memory which are significant nationally or globally. Know and describe some changes within their living memory	Know about significant people from the past Know significant historical events, people and places in their own locality. Know there are reasons why people in the past acted as they did and what happened as a result. Know and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	Know about and describe the social, ethnic, cultural or religious diversity of a past society. Know how to find out about and compare everyday lives in the past and know how that contrasts to our lives today Know, describe and give reasons for some historical changes Know about and compare different times studied Know how to demonstrate knowledge of aspects of history significant in their locality.	Know how to demonstrate more in-depth knowledge of one era of British History Know and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Know how to identify continuity and change in the history Know how to offer a reasonable explanation for some events.	Know and describe key aspects of a non-European society such as the early Islamic civilisation. Know how to compare some of the times studied with those of the other areas of interest around the world Gain knowledge of different aspects of different people – e.g. differences between men and women in a historical context Know how to examine and know causes and results of great events and the impact of these Know how to compare life in the early and late stages of ‘times’ studied	Know and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Know and compare the social, ethnic, cultural or religious diversity of past society Know that not everybody shares the same views and opinions about history. Know key dates, people and times studied. Know how to demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretation, enquiry and using sources	Compare and contrast characters from stories, including figures from the past (KUW)	Know how to make simple observations about different people, events, beliefs and communities. Know how to use sources to answer and ask simple questions about the past. Know some of the basic ways in which the past can be represented. Know that parts of stories and other sources provide information about the past.	Know how to use artefacts, pictures, stories, online sources and databases to find out about the past Know how to identify some of the different ways the past has been represented Know how to ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/ how/where questions to find answers. Know that parts of stories and other sources provide information about significant people and events.	Know some of the ways the past can be represented – pictures, letters, artefacts etc. Know that sources can lead to asking questions but can also provide evidence to find answer questions about the past Know how to recognise that our knowledge of the past is constructed from different sources of evidence. Know that different versions of past events may exist.	Know that using more than one source of evidence for historical enquiry in order can gain a more accurate understanding of history. Know different accounts of a historical event, explaining some of the reasons why the accounts may differ Know how to suggest causes and consequences of some of the main events and changes in history Know how to identify historically significant people and events in different situations.	Know how to use Primary and Secondary sources of evidence to infer and deduce information about the past Recognise how our knowledge of the past is constructed from a range of sources and that no single source of evidence gives the full answer to questions about the past. Know how to use sources of information to form testable hypotheses about the past Know how to choose relevant sources of evidence to support particular lines of enquiry.	Know how to address and devise historically valid questions and hypotheses regularly. Know how to select suitable sources of evidence, giving reasons for choices. Know how to show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Know how to seek out and analyse a wide range of evidence in order to justify claims about the past. Know how to give some reasons for contrasting arguments and interpretations of the past. Bring knowledge gathered from several sources together into a coherent account.
Communicate like a historian	Use new vocabulary in different contexts. (C&L) Uses everyday language related to time.	Know and describe special or significant events. Know and retell simple stories or events from the past using simple Historical vocabulary. Know simple historical terms.	Know how to talk about what/who was significant in simple historical accounts. Know how to demonstrate simple historical concepts and events through role-play, drawing and writing. Know how to use a variety of simple historical terms and concepts.	Know how to discuss some historical events, issues, connections and changes. Know how to select and organise historical information to present in a range of ways. Know how to use relevant historical terms and vocabulary linked to chronology including dates, time period, era, change, chronology. Know how to distinguish difference between sources – e.g – compare different versions of the same event.	Know how to discuss significant aspects of, and connections between, different historical events. Know how to select and organise relevant historical information to present in a range of ways. Know how to begin to evaluate the usefulness of different sources. Know how to use relevant and appropriate historical terms and vocabulary linked to chronology including dates, time period, era, chronology, century, decade.	Know how to discuss and debate historical issues. Know how to use appropriate vocabulary when discussing and describing historical events. Know how to construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Know how to compare accounts of events from different sources – fact or fiction. Know how to use appropriate historical vocabulary to communicate including dates, time period, era, chronology, continuity, change, century, decade, legacy	Know how to address and devise historically valid questions and hypotheses regularly. Know how to give some reasons for contrasting arguments and interpretations of the past. Know that some events, people and changes are judged as more significant than others. Bring knowledge gathered from several sources together into a coherent account. Know how to use original ways to present information and ideas

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	old new past long ago today yesterday tomorrow day week month parent grandparent great grand parent family tree memory remember materials same different	a long time ago when I was little since I was born present / past/ future year / century ancient / modern before/after timeline date order similar different/difference materials before/within living memory/memories invention famous celebrate (historical) event object artefact picture photograph explain used for because what? / When? /Where?	before I was born when I was younger before/after past/present/future then/now year/decade/century era/period timeline date sequence chronological order earlier later similar/difference historical event history historian source research opinion artefact newspapers explain investigate used for What? / When? / Where? / Why? Because	BC/AD Chronological order period/era decade/century/ millennium/ thousands of years ancient/modern timeline /date civilisation archaeologists / archaeology excavate sources similarities/ differences change historical information historian museum eye-witness account importance impact reason first/ second hand evidence maybe/ perhaps/ this suggests	BC/AD Chronological order period/era decade/century/ millennium/ thousands of years ancient/modern timeline /date civilisation religion /culture wealthy /poor anachronism change /continuity developments inventions historical sources cause / effect impact/ legacy reason first/ second hand evidence historian archeology/ist accurate picture historical argument significance reason infer suggest my conclusion is that point of view	BCE (before Common era) CE (common Era) /BC/AD period/era decade/century/ millennium/ thousands of years ancient/modern timeline /date civilisation developments inventions religion /culture empire / nation /society comparison weigh up both sides primary/secondary evidence developments inventions However On one hand a source shows/doesn't show Reliable Could have/ might have/ maybe Cause/ impact/effects/ consequences /legacy Impression Significance anachronism change /continuity infer /suggest my conclusion is historian archaeology/ist hypothesis	BCE (before Common era) CE (common Era) /BC/AD period/era decade/century/ millennium/ thousands of years ancient/modern timeline /date civilisation advancements empire / nation /society/ world history variety of sources excavate comparison summarise major influence civilizations changes/ continuity persuade viewpoint propaganda reliability /biased primary/secondary evidence infer /suggest omit /discount cause /impact/effects/ consequences /legacy extent of change/ extent of continuity infer/suggest my conclusion is that historian archaeology/ist hypothesis interpretations influence