



Sequencing and Progression

Subject: History

Curriculum Intent	At Long Mead Community Primary School, we aspire to be outstanding with a curriculum that enables every child to achieve their best academically and socially. Every child is given the best opportunities to be the best version of themselves.
History Intent	<p>We aim to offer a high-quality history education that 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 and understand that the past shaped the future. We work towards teaching pupils the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups.</p>
Scheme/planning used and reason for use:	<p>Throughout the school, we follow the National Curriculum as a basis for our planning. History is planned on a two-year rolling basis to ensure coverage of the curriculum.</p> <p>This is supported through other schemes/planning sites to support teachers in their planning and subject knowledge. (Hamilton Trust and The Historical Association Website)</p> <p>Within EYFS the <i>‘Development Matters’</i> document is used and our progression document shows areas within ‘Understanding the World’ then progress into KS1.</p> <p>Our topics are framed by one central question, which encompasses the various concepts we address under secondary questions.</p> <p>The way our planning is done assures continuous progression as the concepts taught are closely linked to one another.</p>
Adaptions made to scheme, including within classrooms and reasons for this:	<p>Using the Weaving, Knowledge, Skills document to ensure progression, lessons are adapted to support and challenge within mixed age classes. All children take part in all aspects of the history curriculum. Adaptions will be made to ensure all children can assess the learning within their year group – this is throughout the Pillars of <i>Excellence</i>. (Modelling, scaffolding, feedback, questioning and differentiation).</p> <p>We aim to deliver lessons that are engaging, fun and we make provisions to learn outside the classroom to extend their knowledge beyond the classroom.</p>
Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)	<p>History is taught throughout the school within their topic sessions. This will vary dependent on the topic whether it takes place termly or every other term. Historical skills and knowledge are revisited each lesson based on prior learning using our knowledge mats. These knowledge mats will also be used to support the development of vocabulary and key concepts. The use of the outside area, including field trips to the local area will be used to support the teaching of history and ensure that the children are engaged, enthused and</p>

	challenged. To ensure this takes place, lessons are well planned and teachers are secure in their own subject knowledge.
How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)	Within history all children have a knowledge mat at the front of each unit of work. This is often discussed and displays key vocabulary, key facts and skills about the subject. A homework 'menu' is also designed linked to the children's topic to further their knowledge. We start each lesson with an oral retrieval exercise of what has been previously learnt to develop long term memory. At the conclusion of each topic, a retrieval exercise is conducted for assessment purposes.

Knowledge, Skills and interpretation	
Reception	<p><i>Can they talk about themselves, their families and people in the community?</i></p> <p><i>Can they talk about the present and the past through experiences and through stories read in class?</i></p> <p><i>Can they talk about significant events and experiences in their lives?</i></p> <p><i>Are they able to investigate how things work, and develop a curiosity about living things?</i></p> <p><i>Do they show curiosity for the natural world of animals, plants and the physical world?</i></p> <p><i>Can they talk and show curiosity for technology such as using tools, gadgets, or digital devices to interact with the world and solve problems?</i></p>
Year 1	<p><i>Do they appreciate that some famous people have helped our lives be better today?</i></p> <p><i>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</i></p> <p><i>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</i></p> <p><i>Can they begin to identify the main differences between old and new objects?</i></p> <p><i>Can they identify objects from the past, such as vinyl records?</i></p>
Year 2	<p><i>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</i></p> <p><i>Can they explain how their local area was different in the past?</i></p> <p><i>Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?</i></p> <p><i>Can they give examples of things that are different in their life from that of their grandparents when they were young?</i></p> <p><i>Can they explain why Britain has a special history by naming some famous events and some famous people?</i></p>

	<i>Can they explain what is meant by a parliament?</i>
Year 3	<p><i>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</i></p> <p><i>Can they begin to picture what life would have been like for the early settlers?</i></p> <p><i>Can they recognise that Britain has been invaded by several different groups over time?</i></p> <p><i>Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</i></p> <p><i>Can they suggest why certain events happened as they did in history?</i></p> <p><i>Can they suggest why certain people acted as they did in history?</i></p>
Year 4	<p><i>Can they explain how events from the past have helped shape our lives?</i></p> <p><i>Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</i></p> <p><i>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</i></p> <p><i>Do they recognise that the lives of wealthy people were very different from those of poor people?</i></p> <p><i>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</i></p> <p><i>Can they give more than one reason to support an historical argument?</i></p> <p><i>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</i></p>
Year 5	<p><i>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</i></p> <p><i>Can they describe historical events from the different period/s they are studying/have studied?</i></p> <p><i>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</i></p> <p><i>Do they appreciate that significant events in history have helped shape the country we have today?</i></p> <p><i>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</i></p>
Year 6	<p><i>Can they use dates and historical language in their work?</i></p> <p><i>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</i></p> <p><i>Can they place a specific event on a timeline by decade?</i></p>

	<p><i>Do they appreciate that significant events in history have helped shape the country we have today?</i></p> <p><i>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</i></p> <p><i>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</i></p> <p><i>Can they describe historical events from the different period/s they are studying/have studied?</i></p> <p><i>Can they recognise and describe differences and similarities/changes and continuity between different periods of history?</i></p>
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