

Sequencing and Progression Subject: 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. 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.</p>
Scheme/planning used and reason for use:	<p>Throughout the school, we follow the National Curriculum as a basis for our planning. This is planned on a two-year rolling basis to ensure coverage of the curriculum and no repetition within year groups of topics.</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 development matters document is used and our progression document shows how areas within Understanding the World then progress into KS1.</p> <p>Throughout our medium term planning reading, writing and maths opportunities are also highlighted and planned for, with the same high expectations as they would during these core subjects.</p>
Adaptions made to scheme, including within classrooms and reasons for this:	<p>Using the Weaving, Knowledge, Skills and Understanding progression document, lessons are adapted to support and challenge within mixed age classes.</p> <p>All children take part in all aspects of the history curriculum.</p> <p>Adaptions will be made to ensure all children can assess the learning within their year group – this is throughout the pillars of excellence. (Modelling, scaffolding, feedback, questioning and differentiation). All children have individual humanities books with the exception of the year 1 children who evidence a lot of their learning through pictures and group activities – these can be found in their learning journeys.</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. All children will cover the areas within their year groups' progression of knowledge and skills by the end of the year. 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. Revision lessons also take place at the start of each new topic to revisit concepts from previous years/topics.</p> <p>The use of the outside area, including the local area will be used to support the teaching of history and ensure that the children are</p>
	<p>engaged, enthused and challenged. To ensure this takes place lessons are well planned and teachers are secure in their own subject knowledge.</p>

<p>How we will be recording progress: (assessment, ARLO's, independent tasks, books)</p>	<p>ARLOs are created for each unit of work to assess the children and address any gaps. Leaders then use this so they are aware of any children who are below ARE or above, noting any children who are not making expected progress. Children's learning will be evidenced through: Written tasks, photographs, class big books and the use of stickers to note pupil voice. The wider curriculum leader asks all teachers to fill out a tick sheet so there is a whole class overview as to where children are at.</p>
<p>How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)</p>	<p>Within history all children have a knowledge mat at the front of each unit of work. This is discussed each session and displays key vocabulary, key facts and quality texts/books about the subject. A homework 'menu' is also designed linked to the children's topic to consolidate learning and promote this within the family.</p>
<p>How life skills will be developed, including SMSC and British Values.</p>	<p>Social – themed weeks, range of groupings, assemblies linked to class topics, homework menu to encourage collaborative learning, forest school, enrichment opportunities (trips and visits). Moral – 5 R's focus, discussing termly targets within all lessons, monitors for jobs/tasks. High expectations of behaviour. Pupil voice carried out throughout the year by subject leaders. Spiritual – Assemblies weekly focused on significant events – current and past. Cultural – Focus week – based around cultures and countries. Democracy – School council working together to develop focus weeks throughout the school and through pupil voice. Mayor debate about local and national issues. Rule of Law – rules and expectations Individual Liberty – Opportunities to challenge and extend learning, adapting planning to suit the needs of our learners, presentation key across all subjects is key, class assemblies per term, FGF assembly-sharing work, pupil voice. Development of extra-curricular activities throughout the school. Topic work. Mutual respect – rules and expectations, clear modelling, group work, time to talk and discuss/share views.</p>
<p>How we will be ensuring and promoting cultural capital</p>	<p>All children are involved within all of aspects of the history curriculum from EYFS to year 6. Trips and visits are also organised to promote this, as well as having strong links with Hugh Christie School. Through using the progression document, Hamilton and the use of our outside environment/local area awe and wonder is also promoted through active and engaging lessons.</p>

Progression

<u>Chronological understanding</u>	
EYFS	<p>30-50 Build up vocabulary that reflects the breadth of their experiences. (CL – Speaking). Develop an understanding of growth, decay and changes over time. (UW – The World).</p>

	<p>40-60 Use talk to organise, sequence and clarify thinking, ideas, feelings and events.(CL – Speaking). Look at similarities, differences, patterns and change. (UW - The World). Show interest in the lives of people who are familiar to them. (UW – People and Communities).</p> <p>ELG Express themselves effectively, showing awareness of the listeners’ needs. Develop their own narratives and explanations by connecting ideas or events. (CL – Speaking). Talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.</p>
<p>Year 1</p>	<p>Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like: old, new and a long time ago? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them may have happened a long time ago? Do they know that some objects belonged to the past? Can they retell a familiar story set in the past? Can they explain how they have changed since they were born?</p> <p>Can they put up to five objects/events in chronological order (recent history)? Can they use words and phrases like: very old, when mummy and daddy were little? Can they use the words before and after correctly? Can they say why they think a story was set in the past?</p>
<p>Year 2</p>	<p>Can they use words and phrases like: before I was born, when I was younger? Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? Can they use the words ‘past’ and ‘present’ accurately? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order?</p> <p>Can they sequence a set of objects in chronological order and give reasons for their order? Can they sequence events about their own life? Can they sequence events about the life of a famous person? Can they try to work out how long ago an event happened?</p>
<p>Year 3</p>	<p>Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened?</p>

	<p>Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened?</p> <p>Can they set out on a timeline, within a given period, what special events took place? Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p>
Year 4	<p>Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades?</p> <p>Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p>
Year 5	<p>Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work out exact time scales and differences as need be?</p> <p>Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>
Year 6	<p>Can they say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>

<u>Knowledge and interpretation</u>	
EYFS	<p>30-50 Build up vocabulary that reflects the breadth of their experiences. (CL – Speaking). Develop an understanding of growth, decay and changes over time. (UW – The World). 40-60 Use talk to organise, sequence and clarify thinking, ideas, feelings and events.(CL – Speaking). Look at</p>

	<p>similarities, differences, patterns and change. (UW - The World). Show interest in the lives of people who are familiar to them. (UW – People and Communities).</p> <p>ELG Express themselves effectively, showing awareness of the listeners’ needs. Develop their own narratives and explanations by connecting ideas or events. (CL – Speaking). Talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.</p>
<p>Year 1</p>	<p>Do they appreciate that some famous people have helped our lives be better today?</p> <p>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p> <p>Can they begin to identify the main differences between old and new objects?</p> <p>Can they identify objects from the past, such as vinyl records?</p> <p>Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</p> <p>Can they tell us about an important historical event that happened in the past?</p> <p>Can they explain differences between past and present in their life and that of other children from a different time in history?</p> <p>Do they know who will succeed the queen and how the succession works?</p>
<p>Year 2</p>	<p>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?</p> <p>Can they explain how their local area was different in the past?</p> <p>Can they recount some interesting facts from an historical event, such as where the ‘Fire of London’ started?</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can they explain what is meant by a parliament?</p> <p>Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?</p> <p>Can they explain why someone in the past acted in the way they did?</p> <p>Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?</p>

	<p>Can they explain what is meant by a democracy and why it is a good thing?</p>
Year 3	<p>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history?</p> <p>Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? Can they appreciate that war/s would inevitably have brought much distress and bloodshed? Do they have an appreciation that wars start for specific reasons and can last for a very long time? Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</p>
Year 4	<p>Can they explain how events from the past have helped shape our lives? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? 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?</p> <p>Can they recognise that people's way of life in the past was dictated by the work they did? Do they appreciate that the food people ate was different because of the availability of different sources of food? Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</p>
Year 5	<p>Can they describe historical events from the different period/s they are studying/have studied?</p>

	<p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Do they have a good understanding as to how crime and punishment has changed over the years?</p> <p>Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?</p>
Year 6	<p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> <p>Can they suggest relationships between causes in history?</p> <p>Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p> <p>Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?</p>

<u>Historical enquiry</u>	
EYFS	<p>30-50 Questions why things happen and gives explanations. (CL – Speaking). Develop an understanding of growth, decay and changes over time. (UW – The World).</p> <p>40-60 Use talk to organise, sequence and clarify thinking, ideas, feelings and events.(CL – Speaking). Look at similarities, differences, patterns and change. (UW - The World). Show interest in the lives of people who are familiar to them. (UW – People and Communities).</p> <p>ELG Answer ‘how?’ and ‘why?’ questions about their experiences and in response to stories and events. (CL – Understanding). Talk about past and present events in their own lives and in the lives of family members. They know</p>

	<p>about similarities and differences between themselves and others and among families, communities and traditions.</p>
Year 1	<p>Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using a artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past?</p> <p>Can they answer questions using a range of artefacts/ photographs provided? Can they find out more about a famous person from the past and carry out some research on him or her?</p>
Year 2	<p>Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p> <p>Can they say at least two ways they can find out about the past, for example using books and the internet? Can they explain why eye-witness accounts may vary? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</p>
Year 3	<p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they use their 'information finding' skills in writing to help them write about historical information? Can they, through research, identify similarities and differences between given periods in history?</p> <p>Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?</p>
Year 4	<p>Can they research two versions of an event and say how they differ?</p>

	<p>Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p> <p>Can they give more than one reason to support an historical argument?</p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p> <p>Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>
<p>Year 5</p>	<p>Can they test out a hypothesis in order to answer a question?</p> <p>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p>
<p>Year 6</p>	<p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <p>Can they identify and explain their understanding of propaganda?</p> <p>Can they describe a key event from Britain's past using a range of evidence from different sources?</p> <p>Can they suggest why there may be different interpretations of events?</p> <p>Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>Can they pose and answer their own historical questions?</p>