



Subject coverage and progression in History at Reepham Primary School.

In order to ensure pupils at Reepham Primary School gain a rich understanding of historical events, and a build a comprehensive set of historical enquiry skills, we will create a curriculum to encompass the following progression (as outlined by the Historical Association) throughout the school:

	Early Years	KS1	KS2
1.Chronological knowledge / understanding (including characteristic features of periods)	<ul style="list-style-type: none"> <input type="checkbox"/> Use everyday language related to time <input type="checkbox"/> Order and sequence familiar events <input type="checkbox"/> Describe main story settings, events and principal characters. <input type="checkbox"/> Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop an awareness of the past <input type="checkbox"/> Use common words and phrases relating to the passing of time <input type="checkbox"/> Know where all people/events studied fit into a chronological framework <input type="checkbox"/> Identify similarities / differences between periods 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop chronologically secure knowledge of history <input type="checkbox"/> Establish clear narratives within and across periods studied <input type="checkbox"/> Note connections, contrasts and trends over time
2. Historical terms eg empire, peasant	<ul style="list-style-type: none"> <input type="checkbox"/> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop the appropriate use of historical terms
3. Historical enquiry - Using evidence / Communicating ideas	<ul style="list-style-type: none"> <input type="checkbox"/> Be curious about people and show interest in stories <input type="checkbox"/> Answer 'how' and 'why' questions ... in response to stories or events. <input type="checkbox"/> Explain own knowledge and understanding, and asks appropriate questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions * <input type="checkbox"/> Understand some ways we find out about the past <input type="checkbox"/> Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly address and sometimes devise historically valid questions * <input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources <input type="checkbox"/> Construct informed responses by ... <input type="checkbox"/> Selecting and organising relevant historical information

- ☐ *Know that information can be retrieved from books and computers*
- ☐ *Record, using marks they can interpret and explain*

4.
Interpretations of history

- ☐ *Identify different ways in which the past is represented*

- ☐ *Understand that different versions of the past may exist, giving some reasons for this*

5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

5a.
Continuity and change *in and between periods*

- ☐ *Look closely at similarities, differences, patterns and change*
- ☐ *Develop understanding of growth, decay and changes over time*

- ☐ *Identify similarities / differences between ways of life at different times*

- ☐ *Describe / make links between main events, situations and changes within and across different periods/societies*

5b.
Cause and consequence

- ☐ *Question why things happen and give explanations*

- ☐ *Recognise why people did things, why events happened and what happened as a result*

- ☐ *Identify and give reasons for, results of, historical events, situations, changes*

5c.
Similarity / Difference *within a period/situation (diversity)*

- ☐ *Know about similarities and differences between themselves and others, and among families, communities and traditions*

- ☐ *Make simple observations about different types of people, events, beliefs within a society*

- ☐ *Describe social, cultural, religious and ethnic diversity in Britain & the wider world*

5d.
Significance *of events / people*

- ☐ *Recognise and describe special times or events for family or friends*

- ☐ *Talk about who was important eg in a simple historical account*

- ☐ *Identify historically significant people and events in situations*

Our Curriculum aims for history reflect the National Curriculum's aims, to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: 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: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies.
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, 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.

When planning History topics, we will use the following model as recommended by the Historical Association:

Historical enquiry - ***Always** engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. **Sometimes** your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.*

Knowledge of:

- ☐ People, events, situations and developments
- ☐ Chronology and characteristic features
- ☐ Historical terms

***Always** include objectives for building **knowledge of all the aspects shown here**. This “Now knowledge” will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen “hereafter knowledge”.*

Understanding of:

- ☐ Evidence
- ☐ Interpretations
- ☐ Cause
- ☐ Change
- ☐ Similarity/Difference
- ☐ Significance

*Within any sequence of lessons, **always** include objectives for developing pupils’ **understanding of** (usually) **one or two of the listed elements**. Your selection and precise focus for this will be reflected in the key question. (See “historical enquiry”).*

Communication - ***Always** require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. **Sometimes** your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.*

In addition to the progression outlined above, teachers may use the following breakdown of key skills and knowledge to ensure progression in their planning.

Progression of Skills In History Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding <ul style="list-style-type: none"> □ Sequence events in their life □ Sequence 3 or 4 artefacts from distinctly different periods of time □ Match objects to people of different ages 	<ul style="list-style-type: none"> □ Sequence artefacts closer together in time - check with reference book □ Sequence photographs etc. from different periods of their life □ Describe memories of key events in lives 	<ul style="list-style-type: none"> □ Place the time studied on a time line □ Use dates and terms related to the study unit and passing of time □ Sequence several events or artefacts 	<ul style="list-style-type: none"> □ Place events from period studied on time line □ Use terms related to the period and begin to date events □ Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> □ Know and sequence key events of time studied □ Use relevant terms and period labels □ Make comparisons between different times in the past 	<ul style="list-style-type: none"> □ Place current study on time line in relation to other studies □ Use relevant dates and terms □ Sequence up to 10 events on a time line
Range and depth of historical knowledge <ul style="list-style-type: none"> □ Recognise the difference between past and present in their own and others lives □ They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> □ Recognise why people did things, why events happened and what happened as a result □ Identify differences between ways of life at different times 	<ul style="list-style-type: none"> □ Find out about every day lives of people in time studied □ Compare with our life today □ Identify reasons for and results of people's actions □ Understand why people may have wanted to do something 	<ul style="list-style-type: none"> □ Use evidence to reconstruct life in time studied □ Identify key features and events of time studied □ Look for links and effects in time studied □ Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> □ Study different aspects of different people - differences between men and women □ Examine causes and results of great events and the impact on people □ Compare life in early and late 'times' studied □ Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> □ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings □ Compare beliefs and behaviour with another time studied □ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation □ Know key dates, characters and events of time studied
Interpretations of history <ul style="list-style-type: none"> □ Use stories to encourage children to distinguish between fact and fiction □ Compare adults talking about the past – 	<ul style="list-style-type: none"> □ Compare 2 versions of a past event □ Compare pictures or photographs of people or events in the past □ Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> □ Identify and give reasons for different ways in which the past is represented □ Distinguish between different sources – 	<ul style="list-style-type: none"> □ Look at the evidence available □ Begin to evaluate the usefulness of different sources □ Use text books and historical knowledge 	<ul style="list-style-type: none"> □ Compare accounts of events from different sources – fact or fiction □ Offer some reasons for different versions of events 	<ul style="list-style-type: none"> □ Link sources and work out how conclusions were arrived at □ Consider ways of checking the

how reliable are their memories?

compare different versions of the same story
☐ Look at representations of the period – museum, cartoons etc

accuracy of interpretations – fact or fiction and opinion
☐ Be aware that different evidence will lead to different conclusions
☐ Confidently use the library and internet for research

Historical enquiry

☐ Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)

☐ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

☐ Use a range of sources to find out about a period
☐ Observe small details – artefacts, pictures
☐ Select and record information relevant to the study
☐ Begin to use the library and internet for research

☐ Use evidence to build up a picture of a past event
☐ Choose relevant material to present a picture of one aspect of life in time past
☐ Ask a variety of questions
☐ Use the library and internet for research

☐ · Begin to identify primary and secondary sources
☐ Use evidence to build up a picture of a past event
☐ Select relevant sections of information
☐ Use the library and internet for research with increasing confidence

☐ Recognise primary and secondary sources
☐ Use a range of sources to find out about an aspect of time past
☐ Suggest omissions and the means of finding out
☐ Bring knowledge gathered from several sources together in a fluent account

Organisation and communication

☐ Communicate their **knowledge** through:

Discussion....
Drawing pictures...
Drama/role play..
Making models.....
Writing..
Using ICT...

☐ all aforementioned, plus:
Recall, select and organise historical information
☐ Communicate their **knowledge and understanding**.

☐ Select and organise information to produce structured work, making appropriate use of dates and terms