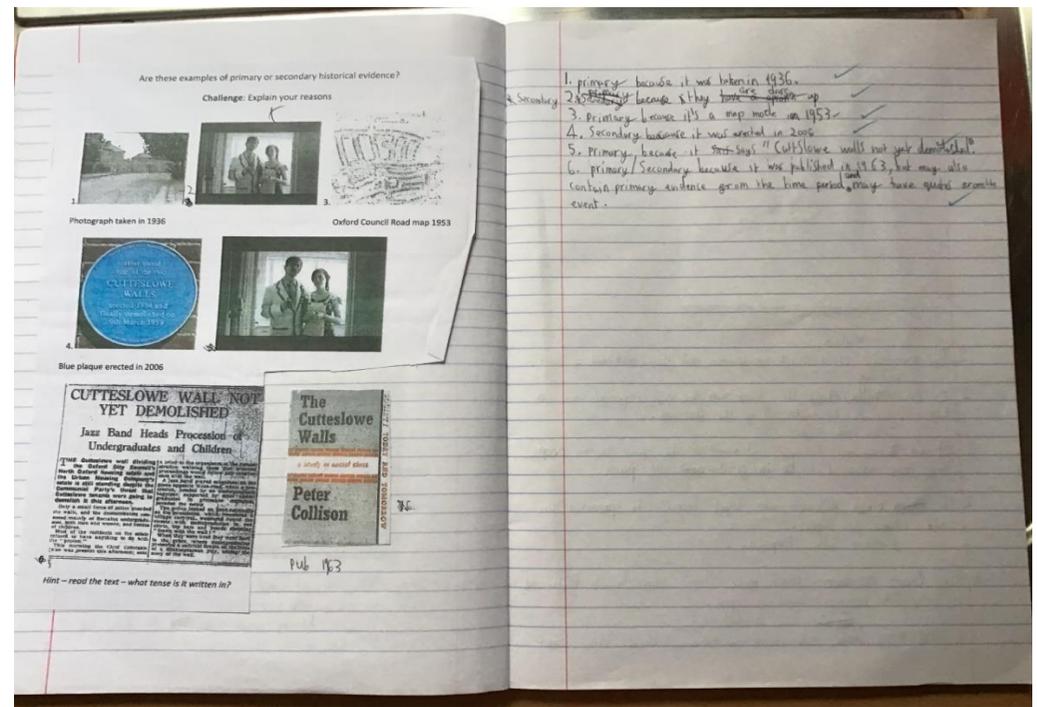
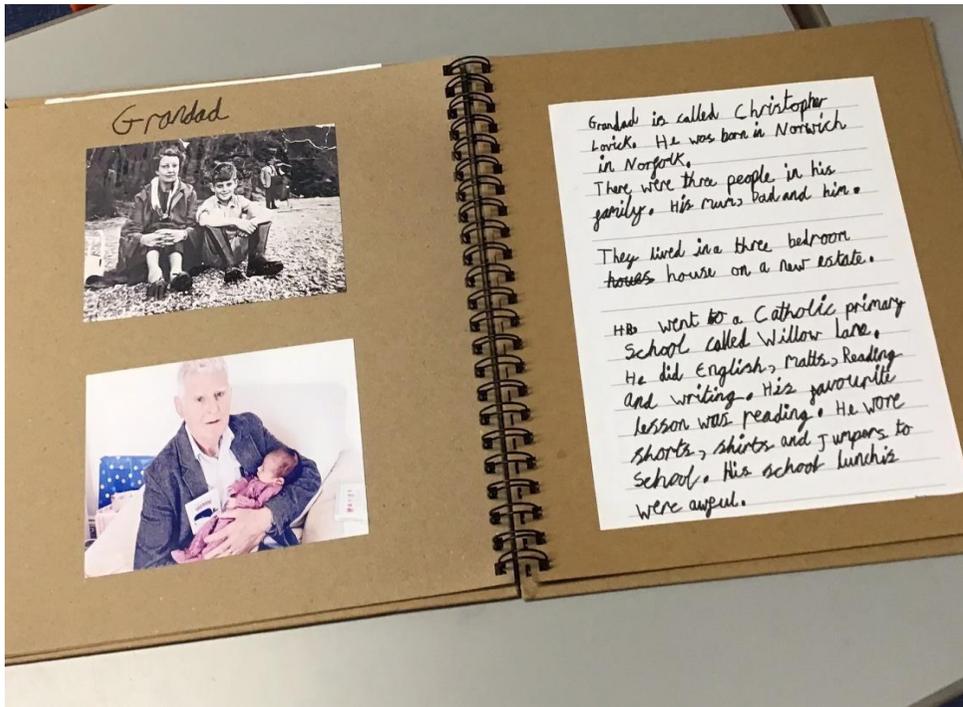


Progression of Skills and Knowledge in History



History

Progression of Skills and Knowledge in History

History Overview written by Jane Murphy, Subject Leader

Curriculum Intent

Here at Elton Church of England Primary School we aim to inspire pupil's curiosity and fascination about the past and that of the wider world, whether this is through a focus on ancient times or that of more modern history. We aim to develop a child's understanding of how the past links to our modern lives and how we are all part of a historical global community. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain.

We aim to develop a child's understanding of chronology and a curiosity in the development of technology and the subsequent effects on human development and social interaction. We believe that allowing the children to understand the importance and enjoyment of History through different opportunities which is encouraged through the use of a variety of sources, allowing the pupils to become enthused learners in History. We do this by enriching their knowledge through a variety of visits, visitors and presentations within school and trips. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation, analysis, interpretation, evaluation and presentation. We want our children to develop their ability to ask questions, solve historical problems, develop their historical language and enrich their vocabulary and not be satisfied with a simple answer.

Curriculum Implementation

Teachers use our "Big Question" model to plan and deliver History at Elton. It enables the children to learn the necessary statutory programmes of study, but also gives teachers and children the freedom to weave in associated areas of historical interest, hooks or current affairs to make the learning meaningful. Underpinning each Big Question we have different concepts that not only enable children to make links in their understanding of history and also to have a focus on human values, promoting the spiritual, moral, cultural and mental development of each child and encouraging empathy and awareness of themselves and others. These are very important skills as they enable children to understand why people may have acted in a particular way in the past and how events in the past continue to impact on our lives today.

Teachers use the History Progression and Knowledge Grids which are based on the statutory elements of the National Curriculum Programmes of Study for each year group in order to make summative assessments about the children's progress. In order to make sure that the full National Curriculum programme is covered the children in Key Stage One follow a 2-year rolling programme, and in Key Stage Two they follow a one (in Year 6) or a three year (in Years 3,4,5) rolling programme.

Curriculum Impact

We want and expect all pupils at Elton to achieve the very best they can, so we endeavour to teach children to respect the past so they can develop into just and open-minded historians.

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Concepts						
<p>(Past and Present) Talk about the lives of the people around them and their roles in society</p> <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 	<p>Describe and discuss historical events beyond living memory</p> <p>Describe significant people from the past</p> <p>Use a timeline to develop chronological language eg <i>past, present, older, newer</i></p> <p>Develop understanding of changes within living memory eg <i>toys, homes, transport</i></p> <p>Develop understanding of local history eg <i>historical events, people and places</i></p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally)</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance</p> <p>Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods</p> <p>Know about changes within living memory and how they affected changes in national life eg <i>toys, homes, transport</i></p> <p>Know about local historical events, people and places</p>	<p>Compare different eras considering similarities and difference</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p>	<p>Extend chronological understanding by exploring a theme over time eg <i>leisure, entertainment</i></p> <p>Understand how Britain has influenced and been influenced by the wider world</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p>	<p>Explore trends, looking at continuity/change and similarity/difference/significance</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious</i></p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Extend chronological understanding by exploring a theme over time eg <i>crime and punishment</i></p>	<p>Establish clear narratives within and across periods by using secure chronological understanding</p> <p>Analyse trends, looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious</i>, in different contexts</p> <p>Gain historical perspective by making connections between local, national and international history</p>
Stories & Sources						
<p>(Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding <p>(Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p>Use artefacts, pictures, stories and online sources to find out about the past</p> <p>Be introduced to different representations of the past and discuss similarities and differences</p>	<p>Use range of artefacts, pictures, stories and online sources to answer historical questions</p> <p>Understand different representations of the past by drawing comparisons</p>	<p>Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Select key information from a range of sources to answer a historical question</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider range of sources to answer a historical question</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how evidence is used rigorously to make historical claims</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg <i>propaganda</i></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Develop perspective and judgement by weighing evidence and sifting arguments eg <i>propaganda</i></p> <p>Explain why contrasting arguments and interpretations of the past exist</p>

Progression of Skills and Knowledge in History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Questions						
<p>(Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding</p>	Ask some questions about the past	Ask wide range of questions about the past using parts of stories and sources	Understand what types of question are historically valid and identify how to find the answer	Regularly generate and answer a range of historically-valid questions about similarities and differences	Address and devise a wide range of historically-valid questions about change and cause	Address and devise a wide range of historically-valid questions about change, cause, impact and significance
Historical Vocabulary						
<p>(Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	Use historical vocabulary eg <i>past, present, long ago, timeline</i>	Use a wider range of historical vocabulary eg <i>recently, decade, century, source, pioneer</i>	Develop a range of historical vocabulary eg <i>artefact, chronology, invade, settle</i>	Develop a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i>	Use and apply a range of historical vocabulary eg <i>civilisation, propaganda, economy, political</i>	Develop and apply a range of historical vocabulary eg <i>influential, narratives, perspective</i>