



**Our School Values – RESPONSIBILITY, PATIENCE, QUALITY, CO-OPERATION, TOLERANCE, ASPIRATION - are threaded through our curriculum.
Links are made explicitly in short-term plans and our Values Progression grid.**

Aims	<p>The National Curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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; achievements and follies of mankind • 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 timescale
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Thread	EYFS	Key Stage 1	Y3 and 4	Y5 and 6
	<p><u>Past and Present ELG</u> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<ul style="list-style-type: none"> • 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 - Great fire of London; Gunpowder Plot • 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 – Grace Darling, Queen Victoria 	<ul style="list-style-type: none"> • Changes in Britain from Stone Age to Iron Age • Roman Empire and impact on Britain • Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Viking raids and invasion • Study of an aspect of history/site dating from a period beyond 1066, significant to the locality - Gainsborough Old Hall, Henry VIII • Ancient Egypt – early civilisations • Local history study 	<ul style="list-style-type: none"> • A study of aspect or theme in British history: Crime and Punishment, Medicine • Local history study: WW2 and the Battle of Britain • Ancient Greece – Greek life and influence on Western world • Non-European society – Mayan Civilisation • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



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Concept	EYFS	KS1	Y3 and 4	Y5 and 6
Chronology	Say which came first from a small set of pictures	Sequences some events or 2-3 related objects/pics in order Remembers parts of stories and memories about the past – can confidently discuss them Recounts changes in own life over time Sequences 3-5 photographs, people, events or artefacts (objects) in order using a given scale. Uses past and present when telling others about an event Confidently describes memories of key events in their lives Uses simple time lines	Use of timelines to place events in order Begins to have an understanding of dividing a timeline into BC and AD Confidently sequences events and artefacts Shows simple changes on a timeline Places events from period studied on a timeline Names and places dates of significant events from past on a timeline Use dates in communicating knowledge.	Uses timelines to place and sequence: historical periods; local, national and international events Identifies changes within and across historical periods Makes comparisons between different historical periods Relates learning to prior knowledge Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today (Modern Era)
Vocabulary linked to chronology	Old Oldest Older New Newer Newest	old, new, young, days, months, year recently, before, after, now, later	Uses terminology related to time period studied, such as: century, decade, BC, AD, after, before, during	Uses terminology related to time period studied, such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Georgians, Victorians, era, period social, religious, political, technological and cultural changes
Knowledge and understanding of past events, people and changes in the past similarities and differences; continuity and change	Identify and explain the important people in my life. I can say who is older / younger	Can tell the difference between past and present in own and other people’s lives Beginning to describe similarities and differences between artefacts and pictures Uses a range of sources (pictures, artefacts, simple texts) to find out features of the past Uses information to describe the past Uses information, pictures and artefacts to describe similarities and differences between ‘then and now’ Recounts some important events and lives of some important people in history (e.g. Great Fire of London, Queen Victoria, Grace Darling, Gunpowder Plot)	Uses evidence to describe and compare the past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People’s beliefs and attitudes</i> <i>Things of importance</i> <i>Differences between lives of rich and poor</i> Uses evidence to find out how any of these may have changed during a time period and then begin to independently give reasons why the changes may have occurred. Describes similarities and differences between people, events and artefacts	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world Explains causes and consequences of main events, situations and changes in the periods studied Compares life in different time periods studied, with a focus on a specific aspect e.g. crime and punishment through the ages, religion, politics and social movements Identifies changes and links within and across the time periods studied Compares beliefs and behaviours of two or more periods/people/events studied



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		<p>Uses evidence to explain reasons why people in past acted as they did</p>	<p>Shows knowledge and understanding by describing features of past societies and periods</p> <p>Beginning to look for links within and across time periods studied</p> <p>Describes how some of the past events/people affect life today</p>	<p>Gives own reasons why changes may have occurred, backed up with evidence, and describes the impact of these changes; writes an explanation of cause and effect, relating to changes, using evidence to support</p> <p>Describes how some changes affect life today</p> <p>Confidently makes links between some features of past societies e.g. comparison of Mayans and Ancient Greeks</p> <p>Compares the impact of ancient civilisations upon modern society</p>
Historical interpretation	<p>How can we find out about the past? E.g. 'What did I look like when I was a baby?'</p> <p>Use oral stories, story books and photos of their life to explore this</p>	<p>Begins to identify and recount some details of the past from sources (eg. pictures, stories)</p> <p>Begins to identify different ways to represent the past (e.g. photos/pics, stories)</p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to draw simple conclusions</p> <p>Compares pics/photos of people and events in the past</p> <p>Understands and explains (in simple terms) why some people in the past did things</p>	<p>Identifies differences in the 2 accounts the same event.</p> <p>Identifies differences in representations of time periods and gives reasons for this</p> <p>Distinguishes between various sources of information</p> <p>Begins to evaluate the usefulness of different sources</p> <p>Begins to use evidence (text books, websites, videos, cartoons, eye witness accounts) to support their interpretations</p>	<p>Identifies differences in the accounts of multiple versions of the same event.</p> <p>Gives clear reasons why there may be different accounts of history, backed up with evidence from 1 or 2 sources</p> <p>Begins to explain how people's representation of events or ideas in the past affected viewpoints/opinions</p> <p>Begins to use a wider range of information sources with increasing confidence</p> <p>Begins to suggest accurate and plausible reasons for why aspects of the past have been represented and interpreted in different ways</p>
Historical enquiry		<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Asks simple questions about information sources (e.g. pictures, videos, visits) and begins to ask and answers more complex questions such as: 'what was it like for a?', 'what happened when...?', 'how long ago did happen?'</p> <p>Sorts artefacts/pics into 'now' and 'then' groups</p> <p>Uses different sources of information, such as videos, pictures and basic written info, with adult support</p>	<p>Beginning to understand the difference between primary and secondary sources of evidence</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Asks questions such as 'how did people? What did people do for?', 'Why did people...'</p> <p>Suggests sources of evidence to use to help answer questions</p> <p>Chooses relevant material to present a picture of an aspect of life in a different time period</p>	<p>Understands the difference between primary and secondary sources of evidence; begins to identify and use them independently</p> <p>Confidently uses a range of reliable sources and techniques to answer questions and form conclusions; selects relevant sections of information</p> <p>Asks a range of probing questions about the past (e.g. 'how did religion affect crime and punishment in...?', 'how would things be different if...?')</p>



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		<p>Beginning to find answers to questions independently</p> <p>Discusses the effectiveness of sources when researching</p>	<p>Asks a variety of questions to deepen their understanding</p> <p>Suggests sources of evidence to help answer questions and discusses their effectiveness</p>	<p>Realises that there is often not a single answer to historical questions and begins to give reasons why</p> <p>Evaluates the usefulness and accurateness of different sources of evidence</p> <p>Selects the most appropriate source of evidence and artefacts for particular tasks</p> <p>Forms own opinions about historical events from a range of sources and discusses them with others</p> <p>Confidently challenges the opinions of others and offers evidence to support their own ideas</p> <p>Plans and carries out individual investigations into own questions/hypotheses.</p>
Vocabulary		<p>Artefact, evidence, past, present, recent, long ago, source, difference, similarity, period</p>	<p>Primary, prehistory, secondary, ancient, change, continuity, civilization, culture, invention, archaeology, nomadic, settle, community, burial, reliability, invasion, settlement, empire, kingdom, hoard, burial</p>	<p>Bias, democracy, hypothesis, provenance</p>
Assessment /Evidence	<ul style="list-style-type: none"> • Twinkl Assessments • Short Written paragraph to show knowledge embedded from the topic • KWL Mind Maps completed at the start and end of topic • Photographs • Videos • Self & Peer Evaluations • Quizzes/Hands up 		<ul style="list-style-type: none"> • Tasks completed linked to Knowledge Organisers • Comparison activities • Completing an investigation or setting up own investigation • Annotated written work/or photographs • Scenario Discussions / What I know conversations.... (with teacher annotations) • Drama Activities • Topic summary “What I have learnt” 	