

## St.Mary's Catholic Primary School – History Curriculum Progression

### History Intent



A high-quality History education 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. We want our children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through our History lessons, we want to help children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We believe that, through the study of history, children make sense of their world and enrich their understanding of it. Through our curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place.



### EYFS –see Development Matters 2023 for detailed examples of how to support learning in EYFS

**Understanding the world** involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### 0-3 YEARS

-  Make connections between the features of their family and other families.
-  Notice differences between people.

#### 3-4 YEARS

-  Begin to make sense of their own life-story and family's history.
-  Show interest in different occupations.

#### RECEPTION

- ELG: Past and Present Children at the expected level of development will: - 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.

#### Area of Study

#### Year 1

#### Year 2

#### Year 3

#### Year 4

#### Year 5

#### Year 6






















#### Chronological knowledge / understanding

**National Curriculum. Pupils should be taught to:**

- Have an awareness of the past using common words and phrases using the passing of time.
- Know where the people and events they study fit within a chronological framework.

**National Curriculum. Pupils should be taught to:**



- Continue to develop chronologically secure knowledge of history
- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time




	<ul style="list-style-type: none"> <li> Sequence events and changes in my own lifetime.</li> <li> order dates from earliest to latest on simple timelines;</li> <li> Distinguish between past and present</li> <li> Identify similarities and differences between different ways of life beyond living memory</li> <li> Children realise that we use dates to describe events in time e.g. 1666 for the Great Fire of London.</li> <li> know and recount episodes from stories and significant events in history</li> <li> understand that there are reasons why people in the past acted as they did</li> </ul>	<ul style="list-style-type: none"> <li> Place events from period studied on a time line</li> <li> understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li> Place events in history approximately in the right place on a time line</li> <li> find out about the everyday lives of people in time studied compared with our life today;</li> <li> identify key features, aspects and events of the time studied</li> <li> describe connections and contrasts between aspects of history, people, events and artefacts studied</li> <li> Describe how some changes affect life today</li> </ul>	<ul style="list-style-type: none"> <li> Order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li> accurately use dates and terms to describe historical events;</li> <li> Develop a timeline using an appropriate scale.</li> <li> identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> <li> use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</li> <li> explain how people and events in the past have influenced life today</li> </ul>
<p><b>Historical terms eg empire, peasant</b></p>	<p><b>National Curriculum.</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Use a wide vocabulary of everyday historical terms</li> </ul>	<p><b>National Curriculum.</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Develop the appropriate use of historical terms</li> </ul>	
	<p>old, new, young, days, months, past, present, now, then, future, before, after, now, later, x years ago, a long time ago, timeline, (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after</p>	<p>As for KS1 plus:  century, BC/AD/CE, civilisation, in the ....century, in the ....decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, consequence, culture, monarchy, parliament, democracy, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye- witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, conclusion, evaluate</p>	<p>As for year 3 and 4 plus:  change, continuity, legacy, political, social, cultural, empire, government, dynasty, citizen, religious, technological, industrial, ancestor, trade, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration, perspective, (line of) enquiry,</p>




<b>Interpretations of history</b>	<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Understand how our knowledge of the past is constructed from a range of sources</li> </ul>	
	<ul style="list-style-type: none"> <li>Know what a source is</li> <li>observe and use pictures, photographs and artefacts to find out about the past</li> <li>start to use stories or accounts to distinguish between fact and fiction</li> <li>explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>Use multiple sources to find out information.</li> <li>Know the difference between a primary and secondary source.</li> <li>Look at the evidence available and give reasons why there might be different accounts of history</li> <li>Begin to evaluate sources in terms of their usefulness.</li> <li>Look at two versions of the same event in history and identify differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Choose reliable and useful sources of evidence and start to give reasons.</li> <li>Know the difference between a primary and secondary source and say which is more reliable.</li> <li>Give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others</li> <li>Evaluate the usefulness of sources and be aware that different evidence will lead to different conclusions</li> <li>Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> </ul>
<b>Historical enquiry - Using evidence / Communicating ideas</b>	<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Ask and answer questions</li> <li>- Choose and use parts of stories and other sources to show that they know and understand key features of events</li> </ul>	<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	
	<ul style="list-style-type: none"> <li>Ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?)</li> <li>Start to answer questions about the past using evidence to help them.</li> <li>Share what they have found out by telling someone.</li> <li>Show what they have learnt through drawings, models, art, photographs and drama.</li> <li>Recount an event.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to start to generate their own questions about the past.</li> <li>Follow a line of historical enquiry given to them by their teacher</li> <li>Confidently use evidence to help them answer questions about the past.</li> <li>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies</li> <li>Use dates and terms correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate their own lines of enquiry by posing historically valid questions to answer.</li> <li>Follow their own line of historical enquiry.</li> <li>Choose reliable sources of evidence to help them to answer questions realising that there is often not a single answer to historical questions.</li> <li>Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives</li> <li>Make accurate use of specific dates and terms.</li> </ul>

**Concepts that underpin all historical enquiry**




**Continuity and Change in and between periods**





-  Begin to identify old and new things across periods of time through pictures, photographs and objects
-  Begin to understand that some things change and some things stay nearly the same.





-  Identify key things that stayed the same between periods;
-  Identify key things that changed between periods
-  Start to explain the impact of some changes that have happened throughout different periods of time

-  Identify that there are reasons for continuities and changes across periods of time and explain some of these
-  Understand and describe in some detail the main changes to an aspect of a period in history
-  Identify why some changes between different periods of time have had more significant consequences than others




**Cause and Consequence**



-  Understand that a cause makes something happen and that historical events have causes
-  Explain that historical events are caused by things that occurred before them;
-  Understand that a consequence is something that happens as a result of something else.




-  Understand that a cause is something directly linked to an event and not just something that happened before it
-  Start to understand that there are short and long-term causes of events
-  Comment on the importance of the different causes for some key events
-  Understand that a consequence is something that happens as a direct result of something else

-  Understand that a cause is something directly linked to an event and not just something that happened before it and that there may be multiple causes of a single event
-  Examine in more detail the short and long-term causes of an event being studied
-  Understand that some causes may be more significant than others and that some causes are less significant;
-  Understand that one event can have multiple consequences that impact on many countries and civilisations




**Similarity and difference within a period/ situation**




-  Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;
-  Identify that some things within living memory are similar and some things are different;
-  Recognise some similarities and differences between the past and the present.






-  Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;
-  Identify and give some examples of how life was similar in the past.

-  Explain and give varied examples of how life was similar and different in the past;
-  Explain and give examples to show that things may have been different from place to place at the same time;
-  Start to give reasons for these similarities and differences

**Significance of events and people**

-  Explain reasons why someone might be significant;
-  Talk about why a person was important;
-  Talk about why the event was important and what happened.

-  Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;
-  Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;
-  Identify historically significant people and events from a period of history and give some detail about what they did or what happened.

-  Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;
-  Understand that what we consider to be significant can change throughout different periods;
-  Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;
-  Identify a range of historically significant people and events from different periods of history and explain why they were significant;
-  Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.