

**High Ercall Primary School
Progression in History**

Date: September 2023

Subject Lead: GL

Review: September 2024

Curriculum Intent:

The history curriculum at High Ercall Primary School aims to develop the active interest and enthusiasm of all groups of pupils. It provides opportunities for discovery and challenge and for pupils to take greater **responsibility** for their learning. We want our children to understand the complexity of other people’s lives and the process of change; the diversity of societies and relationships between distinct groups; as well as their own identity and the challenges of their time through the teaching of history.

The intent of our history curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more ensuring they are **fully prepared for KS3**.

Curriculum Expectations:

- To build a history curriculum which develops learning and results in the acquisition of substantive knowledge (knowledge of the past) and disciplinary knowledge (how historians find out about the past and shape their arguments) which enables children to enquire, research and analyse in history.
- Where possible and relevant, links will be made between history and other curricular areas of study, key events nationally and locally, our individual student needs and prepare our students for KS3.
- To design a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study.
- To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

Links with reading and writing	Reading a text, appropriate in age and context	Links to school key drivers	Resilience: Children encouraged to use a variety of sources to research and recognise bias independently
	Use their historical knowledge to produce an extended piece of writing		
	Understand and use a range of historical vocabulary in their writing.		
	Use their individual writing targets to inform their historical writing.		
	Class teacher to expect all taught grammatical and feature techniques to be included in all pieces of historical writing.		
	Class teacher to use English marking criteria when marking a long piece of writing in history.		
			Outdoor Learning: We recognise that children learn in a variety of ways, and so where appropriate, children will learn history outside the classroom, with visits to historical sites and museums.
			Diversity: Through our key concepts for all year groups, children’s historical enquiries will use a range of resources to interpret a range of diversity issues within History at least once in each key stage.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge	- Pupils can recall some important characters, narratives and figures from the past encountered in books read in class. - Pupils can talk about the lives of people	- Pupils are beginning to understand that they can find historical information in books - Pupils can remember most key events about the areas they have studied	- Pupils can remember key events about the areas they have studied - Pupils can begin to identify how we know about past events - Pupils can begin to identify different representations of	- Pupils remember a range of key facts and information from areas of study in Year 3 - Pupils can identify at least two ways we gather information	- Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study - Pupils are beginning to understand how our	- Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study - Pupils are building their understanding of how our knowledge of history is	- Pupils have a wide-ranging knowledge about historical events, from local history to world history - Pupils have a deep understanding of how our knowledge of history is developed, identifying

	around them and their roles in society	- Pupils are beginning to make comparisons between areas of study	history e.g. books, visual clips, letters - Pupils can compare areas of study, identifying similarities and differences between them	- Pupils are able to use at least one type of source of information confidently - Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities and differences between them - Pupils are starting to understand the cause and consequence of significant events	knowledge of history is developed through a range of sources - Pupils are able to use at least one type of source of information confidently and are beginning to use at least two distinct types of sources e.g. books, internet, visual clips - Pupils can confidently make links between areas of history they have studied, identifying similarities and differences between them - Pupils are starting to understand the cause and consequence of significant events and can use these to make connections and ask questions.	developed, identifying how a range of sources build up our knowledge and understanding - Pupils can access various sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. - Pupils can compare historical periods, identifying similarities and differences between them - Pupils understand the cause and consequence of significant events and can use these to make connections and ask questions.	how a range of sources build up our knowledge and understanding - Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. - Pupils can compare a range of historical periods, identifying several similarities and differences between them and why this is -Pupils understand the cause and consequence of significant events and can use these to make connections, draw contrasts, analyse trends and ask questions.
Key concepts	- Pupils understand the past through settings, characters and events encountered in books read in class and storytelling		- Pupils can give a brief explanation of some key concepts. - Pupils can exemplify a key concept.		- Pupils can explain some key concepts -Pupils can make links between some topics using key concepts -Pupils can exemplify some key concepts		- Pupils have a secure understanding of all key concepts - Pupils can make links between topics using key concepts -Pupils can exemplify all key concepts
Chronological understanding	- Pupils are beginning to know similarities and differences between things in the past and now	- Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy - Pupils are introduced to timelines	- Pupils can accurately order events they have learnt about from furthest away to most recent - Pupils can draw and use simple timelines, beginning to place areas of study on them	- Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about on a timeline - Pupils are beginning to place events and historical figures on a timeline within a historical period - Pupils can draw their own timelines, and sequence events to place on this	- Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline - Pupils can place events and historical figures on a timeline within a historical period - Pupils can accurately draw their own	- Pupils have a secure knowledge of chronology. They are mostly accurate in placing a range of historical events studied from around the world, on a timeline - Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history	- Pupils have a secure knowledge of chronology, accurately placing a range of historical events studied from around the world on a timeline - Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history

					timelines, and sequence events to place on this.	- Pupils are beginning to identify trends over time (eg. the impact of technology)	- Pupils can identify trends over time, identifying how ideas have been continued/developed
Vocabulary	<ul style="list-style-type: none"> - Pupils participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Pupils can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 	<ul style="list-style-type: none"> - Pupils are beginning to use simple words and phrases to indicate periods of time e.g. a long time ago - Pupils can use and are beginning to remember names and places that link to areas studied 	<ul style="list-style-type: none"> - Pupils can remember and use a range of names and words specific to areas of study - Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, past, centuries - Pupils are beginning to use a few words related to our key concepts 	<ul style="list-style-type: none"> - Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study - Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. - Pupils are beginning to learn some words related to our historical concepts. 	<ul style="list-style-type: none"> - Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study - Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc. - Pupils understand a few words related to our historical concepts as well as periods of history 	<ul style="list-style-type: none"> - Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study - Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. - Pupils understand some words related to our historical concepts as well as periods of history 	<ul style="list-style-type: none"> - Pupils can remember and use a range of names and words from the areas they have studied over the years - Pupils can use a range of words and phrases to indicate time and chronology - Pupils understand a range of words related to historical concepts as well as periods of history
Questioning	<ul style="list-style-type: none"> - Pupils are beginning to offer their own ideas - Pupils can 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 	<ul style="list-style-type: none"> - Pupils can accurately answer some questions verbally related to an area of study -Pupils can ask simple questions when they are unsure 	<ul style="list-style-type: none"> - Pupils can ask simple questions to develop their understanding - Pupils are able to accurately answer simple questions related to an area of study confidently - Pupils can justify their answers using sources or stories 	<ul style="list-style-type: none"> -Pupils are beginning to ask more in-depth questions for their age to develop their understanding - Pupils are able to answer questions accurately related to the area of study Pupils can use sources to justify their answers 	<ul style="list-style-type: none"> - Pupils can ask questions to develop their understanding - Pupils are beginning to challenge sources of information - Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions 	<ul style="list-style-type: none"> - Pupils can ask questions to develop their understanding and also ask questions of what people have said - Pupils can challenge sources of information - Pupils are beginning to make purposeful selection about information they wish to include in responses - Pupils can organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> - Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance - Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda - Pupils can purposefully select information when forming responses to questions - Pupils can organise information purposefully when responding to or asking questions