

# St Helena's Church of England Primary School

## History Progression Framework

### Purpose of study

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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

### Aims

The national curriculum for history 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; 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 timescales.

History Progression	<p>EYFS          Understanding the World Early Learning Goal: 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, through the three characteristics of effective teaching and learning:</p> <ul style="list-style-type: none"> <li>• playing and exploring - children investigate and experience things, and 'have a go'</li> <li>• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>					
	KS1		LKS2		UKS2	
	Year A	Year B	Year A	Year B	Year A	Year B
Learning through the context of:	Castles, Knights and Fairy Tales Battle of Hastings 1066 Bayeux Tapestry Motte and Bailey Castle	Great Fire of London 1666 Samuel Pepys  Down Memory Lane Key inventions in the home Washing in the past Toys in the past Transport - Wright Brothers – first Aeroplane flight Neil Armstrong Alexander Graham Bell	The Roman Empire and its impact on Britain The Roman Empire by AD42 and the power of its army Successful invasion of Britain British resistance – Boudica Romanisation of Britain Changes in Britain from Stone Age – Iron Age	Local history – Captain John Smith, Tudor explorer  Ancient Egypt	Ancient Greece – study of life, achievements and their influence on the Western World  Anglo-Saxons – Roman withdrawal from Britain Anglo-Saxon invasions and settlements Art and Culture Christian conversion – Canterbury and Lindisfarne  Vikings – raids and invasions Alfred the Great Laws and Justice	Farming Revolution – the engine! Changing farming techniques Changing farm landscape in Lincolnshire
Why this? Why now?	At this point children's curiosity to know more about the past from their learning in EYFS is built upon. Having explored their contextual understanding of the wider world, this provides an opportunity for children to be introduced to changes	Building on their knowledge of historical terms, this unit introduces significant historical figures having explored space in EYFS. This unit explores a different view of space from a historical perspective. This is a good opportunity to interconnect the	This unit an opportunity to explore further the historical knowledge of settlements and civilisations needing to protect themselves from invading countries. (KS1 Castles and battles).	This unit, complimented by the geography study of North America, offers the opportunity for a local village study. Learning about Captain John Smith, adds to the repertoire of influential historical figures who changed history.	<b>Anglo-Saxon's and Vikings.</b>  <b>Having explored the Romans in LKS2, this unit considers the next steps in the historical timeline (Roman withdrawal from Britain).</b>	<b>Farming Revolution:</b>  <b>This unit offers the children the opportunity to build on the local history unit in LKS2, with an emphasis on Lincolnshire as a rural community.</b>

	<p>in their own lives over time. This unit introduces simple timelines and historical periods which will be built upon in Key Stage 2. This is a chance for them to use a wide range of tier 3 subject specific vocabulary</p>	<p>Geographical knowledge of London with the historical events of The Great Fire of London.</p>	<p>The ancient Roman theme links to the geographical study of Italy and how we can learn from secondary sources preserved by volcanic activity. The unit explores the impact of a more sophisticated society compared to ancient Britain and Boudica's resistance to this. Learning about Boudica offers an opportunity to understand a strong female leader.</p>	<p>Studying Ancient Egypt compliments a growing knowledge of ancient civilisations and their legacy on the world.</p>	<p>This unit explores how Britain changed and evolved over time, while also offering opportunities to use prior knowledge to make comparisons across history.</p> <p>Ancient Greece</p> <p>Having learned in the previous unit about Ancient Britain, the children have an opportunity to explore the history and geography of an ancient civilisation.</p>	<p>The history unit also follows on from the learning of Science/DT in term three (looking at responsible resourcing of food, meat).</p> <p>The unit offers opportunities to compare the impact of this part of history on modern life with Year A learning of pre-1066 historical events.</p>
Visits, Visitors:	A local castle Medieval Banquet	Lincolnshire Life Museum Tempus Fugit theatre – Samuel Pepys	Posterngate Lincoln, The Collection museum	Flag Fen Skype call from the Pyramids!	Jorvik and the Dig, York	Alford Farming museum and Windmill
Enquiry/exploration question	<p>Who made the first castles? Who were the Normans? What happened in 1066? What did the first castles look like? How were they built? What jobs did people do inside the castle?</p>	<p>Where did London's Burning nursery rhyme come from? Who is Samuel Pepys? When &amp; How did London burn? What were the houses like? How is firefighting different today?</p>	<p>How did the Stone Age people live? Why was the metal bronze so useful? Why did iron revolutionise life for people in the Iron Age? Why did the Iron Age people live on hills?</p> <p>Why were the Romans so powerful? What did Britain gain from the Roman Empire – what legacy did they leave/what did we learn from them?</p>	<p>Who was John Smith? How did his early childhood set him up for a life of exploration? What kind of life would it have been on board ship? What happened to him on arrival in America? Who was Pocahontas and how did she become involved in John Smith's life? What were the key events of the Tudor period that happened before and during his life?</p>	<p>What was life like for an ordinary Athenian/Spartan family? What evidence can be found from the Greek pots indicating its history? Can we decipher any marks that might be letters? Use the alphabet to decipher the words. What Greek words have come into our use? Focus on the images of war, battles, soldiers, boats. What</p>	<p>When did people first farm? What did they grow? What did they use to help them? What did they do before? What evidence is there? Can you create a farming timeline to show how it has changed over time</p> <p>Investigate old maps of the locality to see how the land use has changed – farm boundaries, hedges, dykes, new housing and roads etc Why</p>

				<p>Would you have saved his life if you had been Pocahontas?</p> <p>What do we know about the Ancient Egyptians already?</p> <p>What would we like to know?</p> <p>What do we have to help us as historians?</p> <p>What is the purpose of the pyramids? Why?</p> <p>How were they built? What problems did the builders face?</p> <p>What was the relationship between the Pharaohs and the ordinary people? Is this the case today?</p>	<p>does this tell us about their lives?</p> <p>When and where did the Vikings come from?</p> <p>Why did they come to England?</p> <p>Why did they need to leave home?</p> <p>How did they get to England?</p> <p>What was happening in England at the time? Did the English invade any where at the same time?</p> <p>Did their arrival change the fortunes/way of life of the English?</p> <p>How would it feel to be a part of the Viking invasion; as a sailor, the English, families left behind?</p> <p>Would you have left your own country? How would you feel being usurped by invaders?</p>	<p>have these changes happened?</p> <p>What happens to the crops, meat and milk once it is produced on the farm? How do supermarkets affect farming?</p>
		<p>What can I remember about being younger?</p> <p>What was different when my parents/grandparents were young?</p> <p>What did my parents/grandparents play with?</p> <p>What did we do before technology?</p> <p>How can people fly?</p> <p>Has anybody been to the moon?</p>				
Enquiry and Interpretation skills	<p>Find answers to simple questions about the past from sources of information</p> <p>Ask simple questions about information sources (photos, videos, visit)</p> <p>Remember parts of stories and memories about the past – can confidently discuss them</p>	<p>Sort artefacts and pictures into “now” and “then” groups</p> <p>Look carefully at pictures/objects to find information about the past</p> <p>Ask and answer more complex questions such as: “What was it like for..” “What happened?” “When and why?”</p>	<p>Use printed sources, the internet, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Begin to select and record relevant information</p> <p>Ask questions such as “How did people..? What did people do for..? Why did people..?”</p>	<p>Begin to understand the difference between primary and secondary sources of evidence, between trusted, reliable facts and fiction (Disney version of Pocahontas v. John Smith’s journals)</p> <p>Use a range of sources and techniques to collect information about the past</p>	<p>Independently identify and use different sources of information and artefacts</p> <p>Evaluate the usefulness and accuracy of the different sources</p> <p>Select the most appropriate source of evidence</p>	<p>Understand the difference between primary and secondary sources of evidence; begin to identify them independently</p> <p>Confidently use a range of sources and techniques to answer questions and form conclusions; selects relevant sections of information</p>

			<p>How have things changed?</p> <p>Suggest sources of evidence to help answer questions.</p>	<p>Choose relevant material to present a picture of an aspect of life in a different period</p> <p>Ask a variety of questions to deepen their understanding</p>	<p>Form own opinion about historical events and discuss with others</p> <p>Confidently challenge the opinions of others and offer evidence to support own ideas</p>	<p>Ask a range of probing questions about the past (e.g. 'how did the engine affect employment in...?', 'how would things be different if...?')</p> <p>Choose reliable sources of evidence to answer questions</p> <p>Realise that there is often not a single answer to historical questions and begin to give reasons why</p>
<p>Understanding of Chronology</p>	<p>Recount changes in own life over time</p> <p>Sequence 3-5 photographs, people, events, artefacts in order using a given scale</p> <p>Confidently uses words such as: recently, before, after, now, later, in the past</p> <p>Uses past and present when telling others about an event</p> <p>Describes memories of key events in their lives</p> <p>Uses simple timelines</p>	<p>Recount changes in own life over time</p> <p>Sequence 3-5 photographs, people, events, artefacts in order using a given scale</p> <p>Confidently uses words such as: recently, before, after, now, later, in the past</p> <p>Uses past and present when telling others about an event</p> <p>Describes memories of key events in their lives</p> <p>Uses simple timelines</p>	<p>Use timelines to place events in order/place significant events onto a timeline</p> <p>Have an understanding of dividing a timeline into BC (BCE) and AD (CE)</p>	<p>Use Tier 3 words: century, decade, BC/ BCE, AD (CE), after, before, during</p> <p>Confidently sequence events and artefacts</p> <p>Show simple changes on a timeline</p> <p>Understand a significant historical character lived in a particular historical period – place this on a timeline</p>	<p>Use timelines to place and sequence historical periods, local, national and international events</p> <p>Describe events using century, decade, era, BC, AD, Before, During, Tudors, Ancient Egyptians, Greeks, Iron Age, Stone Age</p> <p>Identify changes within and across periods</p>	<p>Use timelines to place events, periods and cultural movements from around the world</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society</p> <p>Use these key periods as reference points: BCE, AD (CE) Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today (Modern Era)</p> <p>Describe main changes during a period in history using words such as: social, religious, political, technological and cultural</p>

						<p>Names date of any significant event studied from past and place it correctly on a timeline</p> <p>Sequence up to ten events on a timeline</p> <p>Show identified changes on a timeline, within and between time periods</p>
<p>Knowledge and Understanding of Past People, Events and Changes beyond living memory</p>	<p>Can tell the difference between past and present in own and other people's lives</p> <p>Begin to describe similarities and differences between artefacts and pictures</p> <p>Use a range of sources (pictures, artefacts, simple texts) to find out features of the past</p>	<p>Use information to describe the past</p> <p>Use information, pictures and artefacts to describe similarities and differences between 'then and now'</p> <p>Recount some important events and lives of some important people in history e.g. Great Fire of London,</p> <p>Use evidence to explain reasons why people in past acted as they did</p>	<p>Use evidence to describe and compare the past- houses, settlements, ways of life, battle tactics, buildings and their uses</p> <p>Consider how any of these have changed during the time period</p>	<p>Shows knowledge and understanding by describing features of past societies and periods</p> <p>Identifies some beliefs, ideas, attitudes and experiences of men, women and children from the past</p> <p>Begin to look for links within and across time periods</p>	<p>Choose reliable sources of factual evidence to describe: <i>houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</i></p> <p>Compare life in different city states</p> <p>Explain some of the beliefs of the ancient Greeks and why they held them</p> <p>Understand the reasons for and results of key events;</p> <p>Give own reasons why changes may</p>	<p>Choose reliable sources of factual evidence to describe the farming revolution</p> <p>Identify how this may have changed during and between time periods</p> <p>Give own reasons why changes may have occurred, backed up with evidence, and describes the impact of these changes; write an explanation of cause and effect, relating to changes, using evidence to support Describe how some changes affect life today</p>

					<p>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>Describe how some changes affect life today</p> <p>Confidently make links between some features of past societies e.g. comparison of Egyptians and Ancient Greeks</p> <p>Compare the impact of ancient civilisations upon modern society</p>	
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