

Kettlefields Primary School

History Curriculum Progression



Vision Statement-

Intent- We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understanding how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children at Kettlefields in allowing them access to a much wider world. Through our History curriculum, we strive to inspire pupils' curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare them for high school and beyond.

Our aim is for all children have a basic understanding of key periods in history and to learn to ask questions about why things have happened in the past and the impact of those events.

This vision is achieved by:

- A curriculum that builds on an understanding of chronology/key periods
- A curriculum that promotes children's curiosity and a desire to ask questions
- A curriculum that develops an appreciation of the influences of the past

Skills Coverage	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year3	Year 4	Year 5	Year 6

Kettlefields Primary School

History Curriculum Progression



Chronological understanding	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives	Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;	Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line
Range and depth of historical knowledge	Children talk about past and present events in their own lives and in the lives of family members	Recognise the difference between past and present in their own and others lives. They know and recount episodes from stories about the past.	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	Find out about every day lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and

Kettlefields Primary School

History Curriculum Progression



							illustrate their explanation. Know key dates, characters and events of time studied.
Interpretations of history	Children know about similarities and differences in relation to places, objects, materials and living things. Shows interest in the lives of people who are familiar to them.	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past - how reliable are their memories?	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources - compare different versions of the same story.	Look at representations of the period - museum, cartoons etc Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events. Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical enquiry	Talks about why things happened.	Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period. Observe small details - artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions.	Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Use evidence to build up a picture of a past event.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from

Kettlefields Primary School

History Curriculum Progression



					Use the library and internet for research.	Select relevant sections of information. Use the library and internet for research with increasing confidence.	several sources together in a fluent account.
Organisation and communication		Communicate their knowledge through, Discussion Drawing pictures Role play/ Drama Making models Writing Using ICT			Recall, select and organise historical information. Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.

National Curriculum Subject Content

KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Kettlefields Primary School History Curriculum Progression



Pupils should be taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Kettlefields Primary School

History Curriculum Progression



- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300