



Sedbergh Primary School

History Subject Progression Grid

History - Curriculum Subject Statement			
Core Values	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Connection, Awareness & Empathy	We provide children with first-hand experiences where they are able to talk about events that are happening 'now' and compare them to events that happened in the past. Children should know that life in the past was different to the present and compare and contrast from stories including figures from the past.	Children grow an awareness of the past and significant individuals that have contributed to national and international achievements. They begin to develop a curiosity about history.	Pupils continue to secure and extend their chronological knowledge and understanding of British, local and world history through a developed understanding and enjoyment of the past.

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.

National Curriculum Subject Aims

- ✓ 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 has 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 the 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 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 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 has 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.

National Curriculum Subject Content

Key Stage 1	Key Stage 2
<p>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.</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 • 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 • Significant historical events, people and places in their own locality. 	<p>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.</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • 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.

Topic Progression Grid

Year Group/Class	Elder EYFS	Spruce Years 1 & 2	Ash Year 3 & 4	Beech Year 5	Oak Year 6
Autumn 1	Christmas Guy Fawkes Remembrance Day	Researching Real Pirates	The Ancient Greeks		Vesuvius and Pompeii
Autumn 2					
Spring 1	Old tales Stories – ‘No Dinner’ ‘Once there were Giants’	Famous People and their legacy <i>Great Fire of London: Samuel Pepys, Christopher Columbus</i> <i>Mood Landing: Neil Armstrong,</i>		Ancient Egyptians	The Terrific Tudors
Spring 2			Stone Age to the Iron Age (Celts)		
Summer 1	Dinosaurs: Mary Anning	History of the Local Area		Changes in transport and technology. Investigate and explain how scientific and technological developments affect the physical and living worlds	The Mayan Civilization
Summer 2		Toys from the Past		‘Little Leap Forward’ A brief history of China’s revolution	

Curriculum Progression Grid for History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Recognise the distinction between past and present.</p> <p>Order and sequence some familiar events and objects.</p> <p>Identify some similarities and differences between ways of life at different times.</p> <p>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</p>	<p>Order and sequence events and objects.</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past.</p> <p>Use common words and phrases concerned with the passing of time.</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg. BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a timeline</p>
Range and depth of historical knowledge	<p>Retell some events from beyond their living memory which are significant nationally or globally.</p> <p>Describe some changes within their living memory (including aspects of national life where appropriate).</p>	<p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Develop awareness of significant historical events, people and places in their own locality.</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p>

						Know key dates, characters and events of time studied
Interpretations of history	<p>Make simple observations about different people, events, beliefs and communities.</p> <p>Use sources to answer simple questions about the past.</p> <p>Identify some of the basic ways in which the past can be represented.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p>	<p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Consider why things may change over time.</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use textbooks and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>
Historical enquiry			<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p>

<p>Organisation and communication</p>	<p>Describe special or significant events.</p> <p>Retell simple stories or events from the past.</p> <p>Use simple historical terms.</p>	<p>Talk about what / who was significant in simple historical accounts.</p> <p>Demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>Use a variety of simple historical terms and concepts.</p>	<p>Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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