



# Broadhempston Primary School & Landscope C of E Primary School

## History Curriculum Plan



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school.

The key skills are derived from the National Curriculum and split into individual key stages to support a progressive approach to learning in our mixed age classes.

At Broadhempston Primary School & at Landscope C of E Primary School we are very proud of our History Curriculum. It has been developed with the understanding that through learning to ask and investigate questions about the past, our children are able to make better sense of the world today and are more informed and enlightened citizens going into the future. We have therefore carefully created a whole-school history curriculum which is:

- **Aspirational:** Our high-expectations in history teaching and learning enables our children to fulfil their individual potential, cultivates their natural curiosity about the past and enables our children to appreciate the value of history learning to them in their 21<sup>st</sup> century world.
- **Engaging:** Our children develop their historical perspective through enquiry-based learning. The concepts 'continuity & change', 'cause & consequence', 'similarity & difference' and 'significance' underpin these, with children asking increasingly nuanced questions, exploring how the past is constructed from a range of sources, appreciating why interpretations of history vary and understanding how knowledge of the past is constructed by historians.
- **Logical, Broad and Balanced:** Learning and enquiries have been purposefully selected and sequenced to meet the guidance and expectations of the Early Years Foundation Stage and the National Curriculum, to support children's developing chronological understanding and to be relevant to our children. To further learning about people, events and periods of the past, key historical concepts, such as 'monarchy' and 'trade', are taught within historical contexts and are revisited and developed through our curriculum.
- **Progressively More Challenging:** Our curriculum is designed so that children build upon prior learning and encounter more complex subject knowledge using increasingly sophisticated critical thinking skills. In doing so they develop a secure subject knowledge, achieve a deeper understanding of key concepts and know what it means to work historically.
- **Inclusive:** All children are entitled to the entirety of our History Curriculum; with personalisation, differentiation & scaffolding being used to extend and support children as necessary.

Children leave our schools with a mental timeline of chronologically secure historical knowledge, with a clear understanding of how historians have reached their interpretations of history and an awareness that how the world we live in today has been shaped by our predecessors and could, ultimately, be shaped by them.

### Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

**EYFS – Reception History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.**

**Chronological vocabulary:** adult, after, afternoon, baby, before, calendar, child, day, future, grandparent, life-cycle, long ago, memory, morning, new, next, night, old, parent, seasons, past, present, time, then, yesterday

**Disciplinary vocabulary:** change, compare, different, fossil, museum, order, sequence, similar, what, when, where, who, why,

**Substantive Concepts (introduced in an age-appropriate way):** belief, conflict, farming, invention, jobs, money, migration, power, religion, royalty, school, transport,

**KS1 Key History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.**

**Chronological vocabulary:** century, childhood, chronological, decade, future, great-grand parent, lifetime, living-memory, modern, month, period, recent, past, present, timeline, tomorrow, week, year

**Disciplinary vocabulary:** archaeologist, artefact, cause, change, compare, consequence, continue, diary, evidence, first-hand, historian, history, impact, interpretation, opinion, reason, sequence, significance, similar, source, version

**Substantive concepts:** farming (agriculture), belief, building design (architecture), city, conflict, communication, education, empire, explorer, fairness (inequality), invention, jobs (employment), law, power, religion, royalty (monarchy), technology, trade, transport, war

	Autumn Term	Spring Term	Summer Term
Rolling Programme A 2024-5	Who is the Greatest History Maker?	World War 1: Why was Charles sent to prison?	What does it take to become a Great Explorer?
	<div> <div>activist</div> <div>belief</div> <div>boycott</div> <div>charity</div> <div>Crimean War</div> </div> <div> <div>elect</div> <div>equal</div> <div>government</div> <div>hospital</div> <div>Lady of the Lamp</div> <div>leader</div> </div> <div> <div>medicine</div> <div>parliament</div> <div>peace</div> <div>protest</div> <div>rights</div> <div>soldier</div> </div>	<div> <div>army</div> <div>code</div> <div>communication</div> <div>crime</div> <div>defence</div> </div> <div> <div>enemy</div> <div>government</div> <div>manufacture</div> <div>patriotic</div> <div>punish</div> <div>rationing</div> </div> <div> <div>soldier</div> <div>telegraph</div> <div>telephone</div> <div>trade</div> <div>war</div> </div>	<div> <div>discover</div> <div>equality</div> <div>expedition</div> <div>explorer</div> <div>government</div> </div> <div> <div>inhabitants</div> <div>manufacture</div> <div>merchant</div> <div>mission</div> <div>navigate</div> <div>pioneer</div> </div> <div> <div>recruit</div> <div>symbol</div> <div>trade</div> <div>transport</div> <div>voyage</div> </div>
Rolling Programme B 2023-4	How do our favourite toys and games compare to those of the children of the 1960's?	Pompei: How do we know so much about where Sappho used to live?	Why is the history of my locality significant? Sir Francis Drake
	<div> <div>electric</div> <div>electronic</div> <div>century</div> <div>childhood</div> <div>digital</div> </div> <div> <div>Internet</div> <div>interactive</div> <div>lifetime</div> <div>living memory</div> <div>materials</div> <div>metal</div> </div> <div> <div>plastic</div> <div>recent</div> <div>safety</div> <div>wood</div> </div>	<div> <div>arena</div> <div>army</div> <div>city</div> <div>emperor</div> <div>empire</div> <div>excavated</div> <div>eyewitness</div> <div>gladiator</div> </div> <div> <div>merchant</div> <div>mosaic</div> <div>preserved</div> <div>reconstruction</div> <div>Roman</div> <div>slave</div> <div>temple</div> <div>trader</div> </div> <div> <div>(Great Fire of London)</div> <div>diary</div> <div>rebuild</div> <div>cathedral</div> <div>water pump</div> </div>	<div> <div>Armada</div> <div>British Empire</div> <div>capture</div> <div>commander</div> <div>Elizabethan era</div> <div>expedition</div> </div> <div> <div>galleon</div> <div>honour</div> <div>knight</div> <div>merchant</div> <div>monarch</div> <div>navigate</div> <div>Navy</div> </div> <div> <div>reign</div> <div>Sir Francis</div> <div>Chichester</div> <div>Sir Francis Drake</div> <div>Spain</div> <div>treasure</div> </div>

**Lower KS2 Key History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.**

**Chronological Vocabulary:** AD, BC, chronological, era, generation, period, millennium,

**Enquiry Vocabulary:** anachronism, conclusion, consequence, effect, empathise, estimate, evidence, eye-witness, impact, oral-history, primary evidence, reliable, reconstruction, representation, secondary evidence, significant, sources

**Substantive concepts:** belief, farming (agriculture), building design (architecture), city, civilisation, communication, conflict, defence, education, empire, exploration, inequality, invasion, invention, employment, law, migration, peace, power, religion, resource, monarchy, settlement, slavery, society, status, tax, technology, trade, transport, tribal, war

	Autumn Term	Spring Term	Summer Term
Rolling Programme A 2024-5	<b>How did the arrival of the Romans change Britain?</b>	<b>Who were the Anglo-Saxons and how do we know what was important to them?</b>	<b>What did the Vikings want in Britain?</b>
	amphitheatre armour battle civilisation commander emperor empire fort gladiator invasion mural nobleman retreat Roman rule slavery spectators taxes toga tunic warrior weapons	abbey Anglo-Saxon armour battle bronze ceremonial Christian defences helmet manufacture nobleman pagan plunder ruin ruler Saxons settlement shield spear superstitions thatched trade tribe warrior	battle Christianity climate defend enemy famine fertile fortress inhabited invasion longships medieval moat Norsemen pagan peace settlement shield-wall temple tribe Vikings voyage
Rolling Programme B 2023-4	<b>How did the lives of ancient Britons change during the stone age?</b>	<b>What is the secret of the standing stones? (Bronze age)</b>	<b>How do artefacts help us to understand the lives of the people in Iron Age Britain?</b>
	agriculture ancient belief burial camp caveman ceremonial excavation harpoon honoured hunter-gatherers monument myth Neolithic New/Old Stone Age nomadic quern reconstruction remains settlement Skara Brae Stonehenge wattle & daub worship	advancement afterlife archer armlet astronomical belief Bell-Beaker chamber chief community exchange manufacture midsummer/midwinter urn ornaments peace settlement smelting spiritual stable standing stones status stone circle Stonehenge theory trade warrior	artefacts barter belief chariot culture customs ditches earthworks constructed explanation fertile gods/goddesses hill fort hoard Iron Age mound offering population rampart reconstruction religious remains shield siege surrender tools tribe

**Upper KS2 Key History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.**

**Chronological Vocabulary:** AD, BC, chronological, era, generation, period, millennium,

**Enquiry Vocabulary:** authenticity, bias, causes, continuity, evaluate, factual, infer, interpret, interrogate, legacy, motive, primary source, reconstruction, reliability, represent, secondary source, significance, storyboard, synthesise, translation, viewpoint

**Substantive concepts:** agriculture, architecture, belief, city, civilisation, communication, conflict, conservation, defence, democracy, diversity, economy, education, empire, employment, exploration, inequality, invasion, invention, law, manufacture, migration, military, monarchy, peace, power, religion, resource, settlement, slavery, status, tax, technology, tourism, trade, transport, tribal, war, wealth

	Autumn 1 <sup>st</sup> Half-Term	Spring 1 <sup>st</sup> Half-Term	Summer 1 <sup>st</sup> Half- Term
Rolling Programme A 2024-5	<b>Why did Britain once rule the largest empire the world has ever seen?</b>	<b>Why is the history of Dartmoor significant?</b>	<b>Why did the ancient Maya change their way of life?</b>
	<div>allegiance</div> <div>British Empire</div> <div>Christian</div> <div>citizen</div> <div>colonise</div> <div>commonwealth</div> <div>convert</div> <div>domination</div> <div>empire</div> <div>exploit</div> <div>independence</div> <div>military</div> <div>moral</div> <div>monarch</div> <div>nations</div> <div>native</div> <div>raw-material</div> <div>rights</div> <div>Royal Navy</div> <div>rule</div> <div>slave labour</div> <div>textile</div> <div>tobacco</div> <div>trade</div> <div>transfer power</div> <div>uprising</div> <div>victory</div>	<div>Anglo-Saxons</div> <div>Ashburton</div> <div>Battle of</div> <div>Trafalgar</div> <div>conservation</div> <div>hill fort</div> <div>Lydford</div> <div>military</div> <div>mining</div> <div>Napoleonic Wars</div> <div>National Park</div> <div>Neolithic</div> <div>Prison</div> <div>remains</div> <div>soldier</div> <div>tourism</div> <div>training</div>	<div>column</div> <div>defeat</div> <div>depict</div> <div>disease</div> <div>drought</div> <div>famine</div> <div>headdress</div> <div>hieroglyphics</div> <div>labour</div> <div>Maya</div> <div>nobility</div> <div>ornaments</div> <div>perish</div> <div>priest</div> <div>pyramid</div> <div>religious</div> <div>ritual</div> <div>sacrifice</div> <div>sculpture</div> <div>slaves</div> <div>temple</div> <div>traditional</div> <div>victorious</div> <div>war</div> <div>warriors</div>
Rolling Programme B 2023-4	<b>How did a pile of dragon bones help to solve an ancient Chinese mystery?</b>	<b>Why was winning the ‘Battle of Britain’ in 1940 so important?</b>	<b>The story of the Trojan Horse: historical fact legend or classical myth?</b>
	<div>advisers</div> <div>afterlife</div> <div>ancestors</div> <div>Chinese New Year</div> <div>civilisation</div> <div>commoner</div> <div>culture</div> <div>decipher</div> <div>Emperor</div> <div>folklore</div> <div>govern</div> <div>hieroglyph</div> <div>illiterate</div> <div>inhabited</div> <div>labourer</div> <div>legend</div> <div>monarch</div> <div>myth</div> <div>natural-disaster</div> <div>ruler</div> <div>sacrifice</div> <div>seize</div> <div>Shang Dynasty</div> <div>society</div> <div>spiritual</div> <div>tax</div> <div>textile</div> <div>tomb</div>	<div>airborne</div> <div>aircraft carrier</div> <div>air-raid</div> <div>artillery</div> <div>broadcast</div> <div>command</div> <div>diplomatic</div> <div>Dunkirk</div> <div>evacuation</div> <div>factory</div> <div>Führer</div> <div>invasion</div> <div>Landing-craft</div> <div>Luftwaffe</div> <div>morally</div> <div>Nazi</div> <div>occupied</div> <div>Parachutists</div> <div>preparation</div> <div>Prime Minister</div> <div>retreat</div> <div>Royal Air Force</div> <div>Second World War</div> <div>speech</div> <div>Spitfire</div> <div>withdraw</div>	<div>archers</div> <div>authentic</div> <div>battering ram</div> <div>capture</div> <div>disease</div> <div>engraving</div> <div>fortifications</div> <div>government</div> <div>kingdoms</div> <div>legend</div> <div>myth</div> <div>perspective</div> <div>remains</div> <div>ruins</div> <div>sculpture</div> <div>siege tower</div> <div>Sparta</div> <div>surrender</div> <div>symbolic</div> <div>The Trojan Horse</div> <div>Trojan</div> <div>Troy</div> <div>vase</div> <div>warriors</div>

### **Curriculum Organisation and Information**

Our History curriculum enables all learners to develop their historical perspective progressively as they move through each stage of their education, by acquiring chronologically secure historical knowledge through historical enquiry. This knowledge of people, events and periods, can only be meaningfully acquired when historical terms, including key substantive concepts such as ‘empire’, ‘invasion’ and ‘trade’, are taught in historical context and developed throughout our curriculum. The historical concepts ‘continuity & change’, ‘cause & consequence’, ‘similarity & difference’ and ‘significance’ underpin our enquiry-based learning, with children asking age-appropriate and increasingly nuanced questions, exploring how the past is constructed from a range of sources, appreciating why ‘interpretations’ of history vary and, ultimately, understanding how knowledge of the past is constructed by historians.

#### **The Early Years Foundation Stage (EYFS)**

Children in Reception develop an early understanding of history through the knowledge and skills outlined in the EYFS’s area of learning called ‘Understanding of the World’ (UotW) – ‘Past and Present’. However, as with all learning in the early years, children’s understanding of the passing of time permeates into all areas of the EYFS curriculum and is enriched by both specific teaching and broader classroom practises, with opportunities to further understanding of the past and present being made as appropriate to do so - including spontaneous child-led learning moments!

Reception teachers plan engaging lessons that link to their inspiring half-termly topics to develop children’s historical knowledge chronological understanding and emergent enquiry skills. Lessons introduce topic-specific vocabulary, include both adult-led and play-based learning activities and nurture the ‘characteristics of effective learning’. Learning is embedded in the children’s real-life experiences, the experiences of people they know and in the context of the wide variety of texts (stories, non-fiction, rhymes and poems) shared in class. Children explore the meaning of new vocabulary, use language to imagine and recreate roles and experiences in play situations and learn to use past, present and future terminology accurately. They learn to use tenses correctly and, supported by our ‘Oracy’ approach, children develop their ability to clearly articulate their ideas and begin to justify their thinking. The language rich learning environment is purposefully provisioned to further learning and provides opportunities for children to explore and compare aspects of the past with those of the present day. At all times children are encouraged to be curious, to observe closely and to discover for themselves – key skills which are fundamental to the development of our little historians!

#### **Key Stage One and Two**

Children in Key Stage One and Key Stage Two must receive the full entitlement of the National Curriculum (NC) and we ensure this is delivered through our enquiry-led history curriculum which is based on the expertise of the Connected History units, which we have carefully crafted into two-year rolling programme to meet the needs of our mixed-age classes. We have purposefully selected and sequenced topics, through and across key stages, to build cumulatively on prior learning and to progressively further skills development. History learning is organised into half-termly topics (that alternate with Geography) which allows students to ‘dive-deeper’ into their learning and limits the time between history topics - helping children to retain their learning. Opportunities for meaningful cross-curricular learning are made whenever appropriate, particularly during half-terms where history is not discretely taught to revisit skills and reinforce key knowledge.



Our history topics are based around an engaging ‘big question’ (shaped by a second-order concept) which captures children’s interests and gives purpose to learning. Rather than giving children all the answers through their topic learning, children embark on a journey of exploration! At the beginning of each topic children share questions that they would like to find answers to, and teachers always encourage children to ask their own questions understanding that curiosity is central to historical enquiry. Supported by our whole-school Oracy approach, children learn to articulate their ideas and to justify their thinking with opportunities for partner, group and whole-class discussion and debate being planned into each topic. Studying history in this way inspires children’s curiosity, it encourages them to ask critical questions and develops their characteristics of effective learning.

Teachers use the Link Academy agreed Medium Term planning document to plan a sequence of learning based on their ‘big question’, referring to the Connected History guidance and the Progression in Key Skills document below and the historical terms banks above. Each topic has a clear learning journey, with an ‘elicitation task’ at the start of a topic to identify a child’s prior knowledge. Children are then taught the knowledge and skills they need to answer the over-arching ‘big question’ in small manageable steps, with each lesson having a clear curriculum linked learning objective which is shared with the children - making it clear what and how children are expected to learn. Teachers begin each lesson with a ‘flash-back’ to previous or key learning, in order to address misconceptions, reinforce learning and to support long-term memory connections – helping children retain knowledge. Lessons include a range of teaching approaches, activities are

tailored to challenge and support children appropriately and provide opportunities for children to work independently, with a partner or in a group. History lessons are tailored to the needs of each child, with teachers using 'assessment for learning' strategies to swiftly pinpoint children's next steps in learning to identify those who require more support and those who can be challenged to 'dig deeper' - maximising progress. Learning is adapted and personalised to ensure children with SEND or EAL are able to access the full curriculum and have an equal opportunity to take part in every aspect of the History curriculum. A topic ends with a 'time to shine' activity which concludes and celebrates children's learning.

There is an expectation that history learning in books will be the same quality as that in English books. Marking and feedback in history should be the same standard as marking/feedback within other learning across the curriculum, and aimed at furthering learning. Teachers capture 'creative' learning using a SWAY document and promptly mark recorded learning in line with our marking policy, ensuring feedback is purposeful, furthering history learning and addressing misconceptions. Each classroom has a topic display (which includes key vocabulary), book corners including topic-linked books and a timeline displayed to support children's chronological understanding. Topics always include inspiring 'hooks' to provide memorable learning opportunities, with teachers organising trips to museums and cultural sites, guest speakers, immersion days, ICT and physical resources/artefacts are used where possible.

The subject leader monitors standards through 'book looks' including Sway & Tapestry, pupil conferencing, looking at planning, learning walks and discussions with staff and supports teachers with subject knowledge and continued professional development for example by leading staff meetings and making staff aware of new resources. Beyond curriculum specific learning the subject-lead also oversees the celebration and commemoration of annual significant and local historical events such as Armistice Day, Bonfire Night or the Queen's Platinum Jubilee throughout the school.

 		Broadhempston Primary School & Landscape C of E Primary School Rolling Programme					
		1 <sup>st</sup> Autumn Term		1 <sup>st</sup> Spring Term		1 <sup>st</sup> Summer Term	
EYFS		Farming: Why are farms so important?	Colour & Change: How do the seasons affect us?	Space: Why is planet Earth special?	Dinosaurs: What if dinosaurs were around today?	New Life & Minibeasts: Are all animals the same?	Changing Environments: Where in the World could we go?
Key Stage One	Yr A	Who is the Greatest History Maker?		World War 1: Why was Charles sent to prison?		What does it take to become a Great Explorer?	
	Yr B	How do our favourite toys and games compare to those of the children of the 1960's?		Pompei: How do we know so much about where Sappho used to live?		Why is the history of my locality significant? Sir Francis Drake	
Lower Key Stage 2	Yr A	How did the arrival of the Romans change Britain?		Who were the Anglo-Saxons and how do we know what was important to them?		What did the Vikings want in Britain?	
	Yr B	How did the lives of ancient Britons change during the stone age?		What is the secret of the standing stones? (Bronze age)		How do artefacts help us to understand the lives of the people in Iron Age Britain?	
Upper Key Stage 2	Yr A	Why did Britain once rule the largest empire the world has ever seen?		Why is the history of Dartmoor significant?		Why did the ancient Maya change their way of life?	
	Yr B	How did a pile of dragon bones help to solve an ancient Chinese mystery?		Why was winning the 'Battle of Britain' in 1940 so important?		The story of the Trojan Horse: historical fact legend or classical myth?	

## The National Curriculum

### **Pupils are taught:**

In Key Stage 1:

- 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 past who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality: Sir Francis Drake

In Key Stage 2:

- 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 – 'Dartmoor'
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Mayan Civilisation
- 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.



## History Progression: Building of Knowledge (see End Points & individual enquiries for specific details)

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		Reception *	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Building Knowledge	Chronological Knowledge & Understanding (People, Events & characteristics of periods)	<ul style="list-style-type: none"><li>• <i>I know some similarities and differences between things in the past and now.</i></li><li>• <i>I understand the past through settings, characters and events encountered in books read in class and storytelling.</i></li><li>• I use everyday time language.</li><li>• I recognise the past extends beyond my own lifetime.</li><li>• <i>I talk about past and present events in my own life &amp; that of family members.</i></li></ul>	<ul style="list-style-type: none"><li>• I use common words and phrases relating to the passing of time.</li><li>• I know time is sequenced chronologically.</li><li>• I can identify &amp; describe some of the ways in which historians divide up time.</li><li>• I know where people and events studied fit into a chronological framework.</li><li>• I can identify &amp; describe people &amp; events studied.</li><li>• I can recognise, identify, describe, explain and suggest reasons for some characteristics of life during periods studied.</li></ul>		<ul style="list-style-type: none"><li>• I use a range of words &amp; phrases relating to time.</li><li>• I know what history &amp; prehistory means.</li><li>• I can suggest reasons for why some historical terms are used, for example ‘Vikings’.</li><li>• I know how people, events and periods studied fit into a chronological framework.</li><li>• I am beginning to form simple narratives within and across time periods studied.</li><li>• I am increasingly aware of connections, contrasts &amp; trends over &amp; between periods studied.</li><li>• I can identify, describe &amp; explain some key characteristics of life during periods studied.</li><li>• I can identify, describe &amp; explain actions during a person’s lifetime.</li><li>• I can identify, describe &amp; explain significant moments of an event studied.</li></ul>		<ul style="list-style-type: none"><li>• I can use a range of words &amp; phrases relating to time effectively.</li><li>• I have a chronologically secure knowledge of the history I have studied.</li><li>• I have formed a clear narrative within and across periods studied.</li><li>• I am aware of connections, contrasts &amp; trends over &amp; between events &amp; periods studied.</li><li>• I can identify, describe &amp; explain key characteristics of life during periods studied.</li><li>• I can identify, describe, explain &amp; suggest reasons for actions during a person’s lifetime.</li><li>• I can identify, describe, explain &amp; suggest reasons for significant moments of an event studied.</li><li>• I can recall, describe and explain the main events in an event or historically significant story.</li></ul>	
	Historical Terms	<ul style="list-style-type: none"><li>• <b>Chronological vocabulary:</b> adult, after, afternoon, baby, before, calendar, child, day, future, grandparent, life-cycle, long ago, memory, morning, new, next, night, old, parent, seasons, past, present, time, then, yesterday</li><li>• <b>Enquiry vocabulary:</b> change, compare, different, fossil, museum, order, sequence, similar, what, when, where, who, why,</li><li>• <b>Substantive Concepts:</b> belief, conflict, farming, invention, jobs, money, migration, power, religion, royalty, school, transport,</li></ul>	<ul style="list-style-type: none"><li>• <b>Chronological vocabulary:</b> century, childhood, chronological, decade, future, great-grand parent, lifetime, living-memory, modern, month, period, recent, tomorrow, week, year</li><li>• <b>Enquiry vocabulary:</b> archaeologist, artefact, cause, change, compare, consequence, continue, diary, evidence, first-hand, historian, history, impact, interpretation, opinion, reason, second-hand, sequence, significance, similar, source, timeline, trustworthy, <a href="#">version</a></li><li>• <b>Substantive Concepts:</b> farming, belief, building design (architecture), city, conflict, communication, education, empire, explorer, fairness (inequality), invention, jobs (employment), law, power, religion, royalty (monarchy), technology, trade, transport, war</li></ul>		<ul style="list-style-type: none"><li>• <b>Chronological Vocabulary:</b> AD, ancient, BC, era, generation, period, pre-history, millennium, million</li><li>• <b>Enquiry Vocabulary:</b> anachronism, conclusion, consequence, effect, empathise, estimate, evidence, eye-witness, impact, oral-history, primary evidence, reliable, reconstruction, representation, secondary evidence, significant, <a href="#">sources</a></li><li>• <b>Substantive Concepts:</b> belief, farming (agriculture), building design (architecture), city, civilisation, communication, conflict, defence, education, empire, exploration, inequality, invasion, invention, employment, law, migration, peace, power, religion, resource, monarchy, settlement, slavery, society, status, tax, technology, trade, transport, tribal, war</li></ul>		<ul style="list-style-type: none"><li>• <b>Chronological Vocabulary:</b> Anno Domini (AD), Before Christ (BC), Before Common Era (BCE), Common Era (CE),</li><li>• <b>Enquiry Vocabulary:</b> authenticity, bias, causes, continuity, diversity, evaluate, factual, infer, interpret, interrogate, legacy, motive, primary source, reconstruction, reliability, represent, secondary source, significance, storyboard, synthesise, translation, <a href="#">viewpoint</a></li><li>• <b>Substantive Concepts:</b> agriculture, architecture, belief, city, civilisation, communication, conflict, conservation, defence, democracy, diversity, economy, education, empire, employment, exploration, inequality, invasion, invention, law, manufacture, migration, military, monarchy, peace, power, religion, resource, settlement, slavery, status, tax, technology, tourism, trade, transport, tribal, war, wealth</li></ul>	



### History Progression: Big Ideas, Skills & Processes of History (see End Points & individual enquiries for specific detail)

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two		
		Reception	Year One - <i>developing</i>	Year Two - <i>secure</i>	Year Three - <i>developing</i>	Year Four- <i>secure</i>	Year Five - <i>developing</i>	Year Six- <i>secure</i>	
History's Key Skills & Processes	Historical Enquiry*	<ul style="list-style-type: none"><li>• I am curious about people.</li><li>• I show interest in stories.</li><li>• I can ask appropriate questions.</li><li>• I can ask questions to clarify my understanding.</li></ul> <p>• <b>Cognitive Skills:</b> <u>Identifying, recognising, describing, observing, recalling, comparing, contrasting &amp; sequencing.</u></p>	<ul style="list-style-type: none"><li>• I can ask simple questions about the past.</li><li>• I can identify features of history as a subject.</li><li>• I recognise that anyone can make history.</li></ul> <p>• <b>Cognitive Skills:</b> Identifying, recognising, describing, observing, recalling, comparing, contrasting, sequencing, <u>categorising, reasoning &amp; interpreting.</u></p>		<ul style="list-style-type: none"><li>• I am beginning to ask more historically focussed questions, shaped by historical concepts (below).</li><li>• I can describe how historians work.</li><li>• I understand the difference between historical facts &amp; historical supposition.</li><li>• I understand the term 'anachronism'.</li></ul> <p>• <b>Cognitive Skills:</b> Identifying, recognising, describing, observing, recalling, comparing &amp; contrasting, sequencing, categorising, reasoning &amp; interpreting, <u>synthesising, understanding through explanation, justifying &amp; developing conclusions.</u></p>		<ul style="list-style-type: none"><li>• I ask historically focussed questions, shaped by historical concepts (below).</li><li>• I can define history as a subject and explain what it means to work like a historian.</li><li>• I can explain why history is a valuable area of study in the 21<sup>st</sup> century.</li></ul> <p>• <b>Cognitive Skills:</b> Identifying, recognising, describing, observing, recall, comparing and contrasting, sequencing, categorising, reasoning, and interpreting, synthesis, understanding through explanation, justifying, developing conclusions, <u>making substantiated judgements, evaluating, critiquing, empathising &amp; hypothesising.</u></p>		
	*Concepts that Underpin Historical Enquiry	Continuity & Change	<ul style="list-style-type: none"><li>• I can look closely at patterns and change.</li><li>• I can talk about growth/decay.</li><li>• I can talk about some simple life-cycles &amp; changes over time.</li></ul>	<ul style="list-style-type: none"><li>• I can recognise some similarities &amp; differences between times studied and today.</li><li>• I can identify some similarities &amp; differences between ways of life at different times.</li></ul>		<ul style="list-style-type: none"><li>• I am beginning to describe &amp; make links between people, events &amp; characteristics within &amp; across periods.</li><li>• I can describe how life changed for the people studied during a specified period of time.</li></ul>		<ul style="list-style-type: none"><li>• I can describe &amp; make links between main events, <u>situations</u> and changes, within &amp; across different periods.</li><li>• I can describe &amp; explain how life changed for the people studied during a specified period of time.</li></ul>	
		Similarity & Difference	<ul style="list-style-type: none"><li>• <i>I can compare &amp; contrast characters from stories, inc. figures from the past.</i></li><li>• I know I'm similar/different to others.</li><li>• I understand families, communities &amp; traditions vary.</li></ul>	<ul style="list-style-type: none"><li>• I can make simple observations about different types of people, events &amp; beliefs within a society at a particular period in time.</li></ul>		<ul style="list-style-type: none"><li>• I am increasingly aware of social &amp; cultural diversity in Britain &amp; the wider world during different periods.</li><li>• I can compare &amp; contrast aspects of different members of society's lives during a period studied.</li></ul>		<ul style="list-style-type: none"><li>• I can describe social &amp; cultural diversity in Britain &amp; the wider world during different periods in time.</li><li>• I can describe, explain, compare &amp; contrast different members of society's lives during a period studied, for example working conditions.</li></ul>	
		Cause & Consequence	<ul style="list-style-type: none"><li>• I question why things happen.</li><li>• I can give simple explanations.</li></ul>	<ul style="list-style-type: none"><li>• I can describe &amp; suggest reasons for why people did things &amp; the effects of their actions.</li><li>• I can identify &amp; describe the causes &amp; effects of a particular event.</li></ul>		<ul style="list-style-type: none"><li>• I can identify, describe, explain &amp; suggest some reasons for people's actions or event &amp; results of these.</li><li>• I can explain why Historians believe a historical person achieved or failed, and the consequence of this.</li><li>• I can identify, describe &amp; explain how a person or event had a lasting impact.</li></ul>		<ul style="list-style-type: none"><li>• I can identify, describe, explain, suggest evidenced reasons for &amp; evaluate people's actions or events, &amp; the results of these.</li><li>• I can explain, evaluate &amp; reach a judgement about how a person or event had a lasting impact.</li><li>• I can describe &amp; explain theories for why a civilization disappeared &amp; reach a judgement about probability.</li></ul>	
		Significance	<ul style="list-style-type: none"><li>• I talk about special times or events for me, my family &amp; friends.</li></ul>	<ul style="list-style-type: none"><li>• I can identify, <u>describe</u> and suggest reasons for why people, places &amp; events are historically important.</li><li>• I can identify significant artefacts &amp; remains from events &amp; people I've studied.</li></ul>		<ul style="list-style-type: none"><li>• I can identify, describe, explain &amp; suggest some reasons for the significance of people &amp; events studied.</li><li>• I am beginning to describe the significance of artefacts, remains &amp; monuments to society at the time &amp; to history.</li></ul>		<ul style="list-style-type: none"><li>• I can identify, describe, explain, make evidenced judgements for &amp; evaluate the significance of people, artefacts &amp; events studied.</li><li>• I can explain the significance or artefacts, remains &amp; monuments from periods &amp; events studied.</li></ul>	

	Sources & Evidence	<ul style="list-style-type: none"> <li><i>I can draw on my experiences &amp; what's been read in class.</i></li> <li><i>I understand the past through settings, characters &amp; events encountered in books read in class &amp; storytelling.</i></li> <li><i>I can comment on images of familiar situations in the past.</i></li> <li><i>I can compare &amp; contrast characters from stories, inc. figures from the past.</i></li> <li><i>I know information can be found in different places - books, online, etc.</i></li> <li><i>I am aware of fossils &amp; museums.</i></li> </ul>	<ul style="list-style-type: none"> <li>I know there are different ways of learning about the past &amp; that there are different sources of evidence.</li> <li>I can identify &amp; describe some ways we can find out about the past: inc. artefacts and remains.</li> <li>I recognise there are first-hand &amp; second-hand sources of information.</li> <li>I understand not all sources are trustworthy.</li> <li>I can devise interview questions to learn about the past.</li> <li>I can identify &amp; describe ways that archaeologists &amp; historians learn about the past – reconstruction, etc.</li> <li>I recognise museums store &amp; conserve artefacts &amp; other sources of historical information.</li> <li>I can identify parts of stories (&amp; other sources) to show understanding of historical concepts (above).</li> <li>I can identify &amp; locate places studied on a map.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify primary &amp; secondary sources.</li> <li>I can compare &amp; contrast 'trustworthiness' of sources.</li> <li>I can identify, describe &amp; explain artefacts, using them to suggest what life was like.</li> <li>I can justify my opinions using historical evidence.</li> <li>I understand the difference between historical evidence, legend &amp; folklore.</li> <li>I can explain how archaeologists use artefacts &amp; remains to understand the past.</li> <li>I can describe a site of historical remains &amp; reach a judgement regarding its purpose.</li> <li>I can use evidence to explain why historians have interpreted a historical person, <b>event</b> or period in history in a particular way.</li> <li>I can identify places &amp; spaces of historical importance studied on a map.</li> </ul>	<ul style="list-style-type: none"> <li>I understand how knowledge of the past is constructed from a range of sources, inc. textual, oral sources, artefacts &amp; the historic environment.</li> <li>I can make substantiated judgements informed by reliable sources of evidence.</li> <li>I can identify, describe &amp; explain artefacts – using them to reach judgements, such as about ways of life.</li> <li>I can conduct my own research using primary and secondary sources.</li> <li>I can interpret both written &amp; numerical evidence.</li> <li>I can evaluate &amp; critique a range of sources, including visual, written &amp; archaeological evidence.</li> <li>I can evaluate the 'usefulness', 'trustworthiness' and 'reliability' of sources.</li> <li>I can locate, describe &amp; explain places &amp; spaces of historical importance.</li> </ul>
	Communicating Ideas	<ul style="list-style-type: none"> <li><i>I can talk about lives of the people around me &amp; their roles in society.</i></li> <li><i>I know some similarities and differences between things in the past and now.</i></li> <li><i>I can talk about members of my immediate family and community.</i></li> <li><i>I can name and describe people who are familiar to me.</i></li> <li><i>I can comment on images of familiar situations in the past.</i></li> <li><i>I can use the past, present and future tense correctly.</i></li> <li><i>I can talk about pictorial timelines of my personal experiences.</i></li> <li><i>I sequence familiar &amp; story events.</i></li> </ul>	<ul style="list-style-type: none"> <li>I use some taught historical vocab. &amp; terms.</li> <li>I can answer simple questions about the past, inc. those related to 'significance', 'cause &amp; consequence', 'similarity &amp; difference' &amp; 'continuity &amp; change'.</li> <li>I can compare &amp; contrast people, events &amp; key characteristics of life studied.</li> <li>I can share my opinion &amp; my reasoning.</li> <li>I can describe &amp; present my information to others.</li> <li>I can interpret &amp; add to a simple timeline of events.</li> <li>I can suggest how people may have felt during an event studied.</li> </ul>	<ul style="list-style-type: none"> <li>I use taught historical vocab. &amp; terms appropriately.</li> <li>I am beginning to answer more historically focussed questions about the people, events &amp; periods I have studied, shaped by historical concepts 'significance', 'cause &amp; consequence', 'similarity &amp; difference' &amp; 'continuity &amp; change'.</li> <li>I can compare &amp; contrast people, events &amp; features of periods studied, reaching judgements about them.</li> <li>I can construct informed responses &amp; justify my opinion by selecting &amp; organising historical information.</li> <li>I can present, communicate &amp; organise ideas from the past using discussions, visual presentations &amp; a range of writing.</li> <li>I can reconstruct an aspect of history (perhaps through an annotated drawing or a model) &amp; explain my reasoning.</li> <li>I can present information &amp; ideas based on research.</li> <li>I can interpret, add to &amp; construct timelines.</li> <li>I can describe &amp; explain how people may have felt during an event studied.</li> </ul>	<ul style="list-style-type: none"> <li>I use taught historical vocab. &amp; terms effectively.</li> <li>I can answer historically focussed questions about the people, <b>events</b> and periods I have studied, shaped by historical concepts 'significance', 'cause &amp; consequence', 'similarity &amp; difference' &amp; 'continuity &amp; change'.</li> <li>I can compare &amp; contrast people, events &amp; features of periods studied, reaching thoroughly evidenced judgements about them.</li> <li>I can answer questions about the past, justify my opinion, reach a judgment &amp; construct informed responses by synthesising historical evidence.</li> <li>I can present, communicate &amp; organise ideas from the past using detailed discussions, debates, visual presentations &amp; a range of writing.</li> <li>I can reconstruct an aspect of history (perhaps through an annotated drawing or a model) &amp; explain my reasoning.</li> <li>I can present information &amp; my ideas based research.</li> <li>I can interpret &amp; construct more complex timelines.</li> <li>I can empathise with how people may have felt during an event or period studied.</li> </ul>
	Interpretations (how & why they vary)	<ul style="list-style-type: none"> <li>I am beginning to understand there is not always certainty about what happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the past can be interpreted, for example by historians &amp; archaeologists.</li> <li>I can identify some different ways in which the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>I understand different interpretations of the past exist.</li> <li>I can suggest reasons for why accounts of the same event may be different.</li> <li>I can use evidence to explain why historians have interpreted a historical person, <b>event</b> or period in history in a particular way.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise, identify &amp; can give reasons for different interpretations of the past.</li> <li>I can give reasons for a person or event being interpreted in a range of different ways.</li> <li>I can explain why some sources can be (&amp; have been) interpreted in conflicting ways.</li> </ul>

\*Objectives taken from *Development Matters* in italics (with **Early Learning Goals** in bold), others are our school generated.

### In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key knowledge and skills to judge the impact of teaching and learning in history against National Curriculum expectations. Each enquiry that forms our programme of learning and teaching in history sets clear objectives and outcomes for the pupil in terms of knowledge and understanding and skills acquisition. Teachers use a range of ways to assess whether a child has achieved the intended outcomes, ensuring that evidence for judgements is drawn from a wide range of sources, such as class discussions, careful questioning, practical activities, role-play and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each child and to plan future learning accordingly. Teachers do not make summative judgements about children's individual pieces of pupil work but rather use such outcomes to build a picture of what the child knows, understands and can do.

At the end of each year, teachers make a summative judgement about the achievement of each child against the subject learning goals for history in that year. At this point teachers decide upon a 'best fit' judgement as to whether the child has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each child, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for history at the end of the year is used as the basis of reporting progress to parents.

The subject leader monitors standards through work scrutiny 'book looks', pupil conferencing, learning walks and discussions with staff, and through their own continued professional development keeps developing and refining our history curriculum in light of evidence-based research.