

Warbstow Primary Academy and Nursery

HISTORY WHOLE SCHOOL PROGRESSION

<p>KS1 Programme of Study</p> <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 the 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. Teachers are often introducing pupils to historical periods that they will study more fully at KS2 and KS3.</p> <p>Pupils should be taught about:</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 (eg Great Fire of London, first aeroplane flight) • 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 (eg Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong) • Significant historical events, people and places in their own locality 	<p>KS2 Programme of Study</p> <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.</p> <p>Pupils should be taught about:</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 chosen study from: early Islamic civilization, including a study of Baghdad c AD900, Mayan civilization c AD900, Benin (West Africa) c AD900-1300
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<p>EYFS Programme Understanding the World</p> <p>ELG: Understanding the World</p> <ul style="list-style-type: none"> • 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 to the class • Understand the past through settings, characters and events encountered in books read in class and storytelling

	Foundation Sequence towards KS1	KS1 Sequence towards KS1	Lower KS2 Sequence towards Upper KS2	KS2
Chronology	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Be curious about people and show interest in stories • Answer how and why questions about stories and events 	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time • Sequence events or objects in chronological order • Sequence artefacts closer together in time • Sequence events • Sequence photos etc from different periods of their life • Describe memories of key events in lives • Identify similarities and differences between periods 	<ul style="list-style-type: none"> • Place the time studied on a time line • Sequence events or artefacts – use dates related to the passing of time • Place events from periods studied on a time line • Use terms related to the period and begin to date events • Understand more complex terms eg BCE/AD 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Sequence up to ten events on a time line • Know and sequence key events of time studied • Use relevant terms and periods/labels • Relate current studies to previous studies • Make comparisons between different times in history

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Events, people and changes	<ul style="list-style-type: none"> • Encourage children to share pictures of their family and talk about them • Frequently share texts, images and oral stories that help to develop an understanding of the past and present • Talk about people that the children may have come across in their community such as the police, fire service, doctors and teachers • Learn about the lives of some people in the past through books and storytelling (including their own family members) 	<ul style="list-style-type: none"> • To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events • Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied • Use simple stories and other sources to show that they know and understand key features of events 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> • Understanding some of the ways in which people's lives have shaped this nation • Describing how Britain has influenced and been influenced by the wider world • Understanding some significant aspects of history – nature of ancient civilizations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> • Understanding significant aspects of history • Gaining historical perspective by placing their growing knowledge into different contexts – between cultural, economic, military, political, religious and social history • Establishing a narrative showing connections and trends within and across periods of study • Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes • Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time
Enquiry, interpretation and using sources	<ul style="list-style-type: none"> • Children are presented with pictures, stories, artefacts and accounts from the past, explaining similarities and differences • Offer hands on experiences such as visiting a local area that has historical importance • Show images of familiar situations in the past such as homes, schools and transport • Sort artefacts into 'old' and 'new' 	<ul style="list-style-type: none"> • Identify some of the basic ways the past can be represented • To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum, displays, stories) • Use sources to answer simple questions about the past • Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources 	<ul style="list-style-type: none"> • Identify some of the different ways in which the past can be represented, and that different versions of the past such as an events may exist (artist's pictures, museum displays, written sources) • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this • Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past • Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance • Understand some of the methods of historical enquiry, how evidence is used to make historical claims • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this • Begin to recognise why some events, people and changes might be judged as more historically significant than others • Use sources to answer simple questions about the past • Ask and answer questions about the past through observing and handling a range of sources such as objects, pictures, people talking about their past, buildings, written sources
Being a historian	<ul style="list-style-type: none"> • Talk about events in their own experiences that are important to them • Know and recount episodes from their own past • Talk about things they did at the weekend, yesterday, this morning • Recount an event, verbally and written • Children represent their own ideas, thoughts and feelings through DT, art, music, dance, role play 	<ul style="list-style-type: none"> • Understand and use simple historical concepts such as now/then and same/different • To show that they know and understand about the past in different ways (speaking , role play, drawing and writing) • Understand historical concepts and use them to make simple connections and draw contrasts 	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology • Produce structured work that makes some connections, draw some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms 	<ul style="list-style-type: none"> • Produce structured work that makes some connections, draw some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms • Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence

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