



Christ Church School
Aiming High in Faith, Love and Learning

History Progression Document

September 2022

Level expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

Understanding the World (in nursery)

- Draw on own experiences, look at their own past, when we were babies; bring in photos and discuss what they can now do that they could not before.
- Look at important people in their local community, fire fighters, lolly pop lady etc.
- Share past events in weekly news circle time; what they did at the weekend/holidays.
- Share special events with the class (Photos on Tapestry).
- Learn to sequence events in stories.

Understanding the World (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.

People Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- – Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Key Stage 1 National Curriculum Expectations

Historical interpretations

- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Historical investigations

- Children should ask and answer questions, using other sources to show that they know and understand key features of events.

Chronological understanding

- Children 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.

Knowledge and understanding of events, people and changes in the past

- Children should identify similarities and differences between ways of life in different periods.
- Children should choose and use parts of stories and other sources to show that they know and understand key features of events.

Presenting, organising and communicating

- Pupils should use a wide vocabulary of everyday historical terms.

Key Stage 2 National Curriculum Expectations

Historical interpretations

- Children should understand how our knowledge of the past is constructed from a range of sources.

Historical investigations

- Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Chronological understanding

- Children 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.

Knowledge and understanding of events, people and changes in the past

- Children should note connections, contrasts and trends over time.

Presenting, organising and communicating

- Children should develop the appropriate use of historical terms.

By the end of year 6 children at Christ Church School will:

- Have a curiosity and fascination about the past.
- Have a secure understanding of the chronology of the periods/events in history that they have studied.
- Be able to use factual knowledge to describe past, societies, periods and events.
- Select, gather and organise evidence from a variety of primary and secondary sources to find out about the past.
- Look closely and methodically when analysing a range of sources.
- Understand the significance of the people and events they have studied.
- Recognise similarities and differences between the historical periods they have studied.
- Recognise that some things stayed the same across the historical periods they have studied and how and why some things changed.
- Explain the possible cause/s of historical events and why people behaved as they did.
- Understand the consequences of past events and their impact on individuals, groups and society.
- Give opinions about historical events/periods and reasons for their opinions.
- Understand some of the different positions from which people see and understand historic events.
- Understand that explanation, interpretations and opinions of the past can differ and are open to debate.

Intent

We have planned our lessons to ensure we have progressively covered the skills and concepts outlined in the National Curriculum. We aim to develop historical skills and concepts which children can transfer to whatever period of history they are studying as they progress through the school. These key historical skills and concepts include: Historical interpretations; historical investigations; chronological understanding; knowledge and understanding of events, people and changes in the past; presenting, organising and communicating.

The coverage of recent history in KS1 enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories.

In KS2 children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

Implementation

In order for children to know and remember more in each area of history studied, we encourage lessons whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. Through revisiting and consolidating skills children are able to build upon prior knowledge alongside introducing new skills.

Through our history lessons at Christ Church School we hope to inspire pupils to develop a love of history and see how it has shaped the world we live in.

Impact

We hope to ensure that history is loved by pupils across the school, therefore encouraging them to want to build on their wealth of historical knowledge and understanding. Through the use of artefacts, visits, visitors, drama and other activities children will develop their empathy and knowledge of history. Impact is gauged through key questioning skills built into lessons and summative assessments. All children in the school will be able to speak confidently about their history learning, skills and knowledge.

History vocabulary

EYFS

Past
Present
Lives
Long ago
Events
Stories
Sequence
Time
Before

Key Stage 1

Old
New
A long time ago
Present
Before
After
Future
Decade
Modern
Data order
Era / period

Please note that each unit covered will have topic specific vocabulary.

Key Stage 2

Empire
Civilisation
Parliament
Peasantry
Source
Timeline
Significant
Chronological
Archaeology
Legacy
Conquest
Effects
Primary / secondary evidence
Eyewitness
Culture
Invasion
Military
Society

Please note that each unit covered will have topic specific vocabulary.

Skills Progression Map

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Historical interpretations		Use stories to encourage children to distinguish between fact and fiction. Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. Able to identify different ways to represent the past (pictures, plays, films, written accounts, museums and stories).	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at different versions of the same event and identify differences. Look at the evidence available and give reasons why there might be different accounts of history. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources. Give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others 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.
Presenting, organising and communicating	Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT.	Describes objects, people and events. Write simple stories and recounts about the past. Draw labelled diagrams and writes about them to tell others about people, events and objects from the past. Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes/ audiences.	Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes/ audiences Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words.	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose most appropriate way to present information to an audience. Select and organise information to produce structured work, making appropriate use of dates and terms. Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms. Use extended writing.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Historical investigation	Be curious about people and show interest in stories. Answer 'how' and 'why' questions in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers. Record, using marks they can interpret and explain.	Sort artefacts "then" and "now". Ask and answer questions related to different sources and objects Use a range of sources to find out about a period and observe and record differences. Begin to use the library, e-learning for research and to ask and answer questions. Suggest sources of evidence to use to help answer questions.	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. Give reasons why there may be different accounts of history. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.	Begin to identify primary and secondary sources. Choose the most reliable sources of evidence from a selection provided, to answer questions. Understand that there is often not a single answer to historical questions Use the internet for research with increasing confidence Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Form own opinions about historical events from a range of sources and evaluate its usefulness. Bring knowledge gathered from several sources together in a fluent account.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological understanding	Use everyday language related to time. Order and sequence familiar events. Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.	Recount changes in own life over time. Distinguish between past and present. Identify similarities and differences between different ways of life beyond living memory. Use words and phrases such as old, new, young, days, months, past, present, now, then, future, Sequence events or artefacts closer together in time. Identify similarities and differences between different ways of life in different time periods. Use phrases such as recently, before, after, now, later, x years ago, a long time ago, timeline,	Place the time studied on a time line ◊ Sequence events, people or artefacts on a timeline within period. Understand BC/ AD BCE/ ACE Place events from period studied on a time line use terms related to the period and begin to date events. Use dates related to the passing of time e.g. 19th and 20th Century. Use words and phrases such as Century, decade, BCE/ACE, after, before, during.	Place current study on time line in relation to other studies. Know and sequence key events of time studied. Sequence historical periods. Compare current studies to other time periods studied. Use words and phrases such as century, decade, BCE/ACE, after, before, during, Victorians, Tudors, era, period. Place current study on time line in relation to other studies. Use relevant dates and terms. Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world. Use words such as social, religious, political, technological, cultural, bias, reliability, legacy.
Knowledge and understanding of events, people and changes in the past		Tell the difference between past and present in own and other people's lives from stories about the past. Use stories and other information to describe the past. Use stories and other information to describe differences between then and now. Recount main events from a significant time in history and demonstrate knowledge of significant individuals in the past. Identify differences between ways of life at different times.	Use information to describe the past. Use information to describe differences between then and now. Recount main events from a significant period in history. Use evidence to explain reasons why people in past acted as they did. 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. Know key dates, characters and events of time studied. Give own reasons why events occurred, backed up with evidence. Describe how some changes affect life today. Make links between some features of past societies.