

## **Springbank Academy: History Progression**

### **Intent**

Our history topics and skills progression are designed to help teachers ensure they have progressively covered the skills and concepts required in the Early Years Foundation Stage and National Curriculum. History across Springbank Academy aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. In Early Years, we begin with children exploring their own history and changes within their living lives as this provides with opportunities to learn about familiar situations in the past, using their own living as reference. For Early Years and KS1, we have designed a curriculum that covers the Medieval times, Tudor and Victorians in chronological order to allow a full opportunity for children to really grasp the difficult concept of the passing of time and allows us to build a timeline that is introduced in Reception and built upon in Year 1 and Year 2.

The intent in KS2 is that children are taught topics that provide progressive teaching of historical skills, providing lots of opportunities for revisiting prior learning. Lower KS2 covers Romans, Viking and Stone Age. They explore how those periods in history have impact our lives today. Upper KS2 covers non-European societies that contrast with British History, as well as Ancient Greece and World War II as their larger history study topics. Our curriculum provides opportunities for children to compare and contrast periods of history and explore links to local history in engaging ways.

### **Implementation**

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This allows children to consider and understand how periods of history link together. History is taught throughout the year in all year groups, but during the autumn term which is our Discover term, History is our subject drive. Each year group has enquiry questions for the autumn term to promote and encourage historical thinking. The children gain skills and knowledge throughout their sequence of history lessons to enable them to answer the historical enquiry question towards the end of their history unit. Adult guides and accurate historical subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.

### **Impact**

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons and children's input through pupil voice. Lesson visits will also give the subject leader an opportunity to see history lessons in actions and speak to staff and children regarding the teaching of history.

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Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	
Reception	Understanding the World	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> <li>• 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];</li> <li>• 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];</li> <li>• significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age;</li> <li>• the Roman Empire and its impact on Britain;</li> <li>• Britain's settlement by Anglo-Saxons and Scots;</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</li> <li>• a local history study;</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</li> <li>• 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;</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world;</li> <li>• 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.</li> </ul>

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### Skills Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> <li>• Develop their communication, but may continue with irregular tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Use past tense within conversations.</li> <li>• Talk in sequence when describe an event.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time - check with reference book</li> <li>• Sequence photographs etc. from different periods of their life</li> <li>• Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a time line</li> <li>• Use dates and terms related to the study unit and passing of time</li> <li>• Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>	Place current study on time line in relation to other studies <ul style="list-style-type: none"> <li>• Use relevant dates and terms</li> <li>• Sequence up to 10 events on a time line</li> </ul>
Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>• Begin to talk and make sense of own life-history and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in a range of non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others lives</li> <li>• They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about every day lives of people in time studied</li> <li>• Compare with our life today</li> <li>• Identify reasons for and results of people's actions</li> <li>• Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of lie</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• Compare beliefs and behaviour with another time studied</li> <li>• Write another explanation of a past event in terms of cause</li> </ul>

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							with the same aspect in another period	and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> <li>• Use photos to prompt discussion about family history and their own history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures of familiar situations in the past.</li> <li>• Use stories to compare and contrast characters including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare 2 versions of a past event               <ul style="list-style-type: none"> <li>• Compare pictures or photographs of people or events in the past</li> <li>• Discuss reliability of photos/ accounts/stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>• Ask questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask why questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of</li> </ul>	<ul style="list-style-type: none"> <li>• Use a source – observe or handle sources to answer questions about</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> </ul>

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			information e.g. artefacts,	the past on the basis of simple observations.	<ul style="list-style-type: none"><li>• Observe small details – artefacts, pictures</li><li>• Select and record information relevant to the study</li><li>• Begin to use the library and internet for research</li></ul>	<ul style="list-style-type: none"><li>• Choose relevant material to present a picture of one aspect of life in time past</li><li>• Ask a variety of questions</li><li>• Use the library and internet for research</li></ul>	<ul style="list-style-type: none"><li>• Use evidence to build up a picture of a past event</li><li>• Select relevant sections of information</li><li>• Use the library and internet for research with increasing confidence</li></ul>	<ul style="list-style-type: none"><li>• Use a range of sources to find out about an aspect of time past</li><li>• Suggest omissions and the means of finding out</li><li>• Bring knowledge gathered from several sources together in a fluent account</li></ul>
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