



History – Progression Map and Intent

Intent

History helps children understand the process of change, the diversity of societies and how historical events and people have influenced our society. By looking at how the world, Britain and our local community have changed over time enables children to see how the past impacts the present day. At Pulford school, it is our aim to foster a love of history by initiating an interest and curiosity to learn more about the past. As children progress through the school we will build on their knowledge, skills and understanding preparing them for future learning in the subject.

Implementation

By providing an interesting and varied curriculum we aim to meet the needs of children from all backgrounds, cultures and abilities. At Pulford, History is taught on a two-year cycle in key stage groups (EYFS, KS1, KS2). Planning is in line with the National Curriculum as well as agreed topics within the LC2 community. The subject is taught in a variety of teaching and learning styles which include kinaesthetic, creative, visual and auditory. Where possible learning will be linked to other areas of the curriculum especially English where high quality texts are used to help embed knowledge and skills. Art, DT, Science, Geography and ICT are also used to enhance historical learning. Visitors, 'wow' days and trips help immerse children in the subject.

Impact

When children leave Pulford School they should:

- Have knowledge and understanding of people and events from the periods covered.
- Know that the past can be divided into different periods of time.
- Use dates and vocabulary relating to the passing of time.
- Have a respect for historical artefacts and evidence and be able to use it to support their explanations.
- Ask and answer a variety of perceptive historical questions.
- Undertake research using different sources of information.
- Be enthusiastic learners with a curiosity to find out about the past and how it has influenced our lives today.

History Progression Map

	Pre-school	Reception	Key Stage 1	Key Stage 2	Upper Key Stage 2 (Middle School)
Topic	All about Me	Marvellous Me Heroes Now and Then Turrets and Tiaras	Rosie's walk: Local study High Street Toys Great Fire of London Elizabeth and Victoria Brave and Bold (Mary Seacole and Florence Nightingale) Roald Dahl	Egyptians Romans WW2 Local study	
Chronological understanding	Retell a simple past event.	Retell events in order.	Place objects in chronological order. <i>Place events in chronological order.</i>	Use dates and vocabulary relating to the passing of time and sequence events. <i>Place events, people and changes into correct periods of time on a timeline.</i>	Use dates and historical terms more accurately in describing events. Place features of historical events and people from past societies in a chronological framework. Make connections and contrasts between different time periods studied and talk about trends over time.
Historical enquiry	Ask questions. Why and how.	Ask questions and comment on the world familiar to them. Comment on images of familiar situations in the past.	Using episodes from stories about the past, identify the difference between past and present. Make a personal link to the past by exploring artefacts and images. Use different sources of information to find out about the past. <i>Ask and answer questions about the past.</i> <i>Explore places and investigate artefacts.</i> <i>Observe and handle a range of sources of information to find out about the past.</i> <i>Identify different ways in which the past is represented</i>	Explore the different ways we can find out about the past and how to understand the evidence. Identify different ways in which the past is represented. <i>Ask and answer a variety of perceptive historical questions.</i> <i>Identify different ways in which the past is represented and interpreted and recognise how history is preserved.</i> <i>Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted.</i>	Use a variety of sources of evidence to justify claims about the past. Appreciate how historical artefacts have helped us understand more about British lives in past and present. Ask and answer historical questions about change, cause, similarities and differences. Understand that no single piece of evidence gives the full answer to questions about the past. Identify and explain an understanding of propaganda.

<p>Knowledge and interpretation</p>	<p>Begin to make sense of their own life story and family.</p>	<p>Talk about members of their own family and community.</p> <p>Understand the past through settings, characters and events encountered in books read in class.</p>	<p>Find out about the lives of significant people and events from the past and present.</p> <p><i>Identify differences between past and present and show how ways of life at different times were different to their own.</i></p> <p><i>Recognise why people did things and why events happened.</i></p>	<p>Recognise similarities and differences between people's lives during different periods of time.</p> <p>Sequence several events or artefacts</p> <p>Begin to give reasons for and results of the main events and changes.</p> <p><i>Identify the impact of the movement and settlement of people in different periods of British history.</i></p> <p><i>Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK.</i></p> <p><i>Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past.</i></p>	<p>Make comparisons and contrasts between historical periods and identify trends over time. To be able to explain why things have changed and why things have stayed the same.</p> <p>Order increasing number of events, movements and dates on a timeline accurately.</p> <p>Examine cause and results of great events and the impact they had on people.</p> <p>Use appropriate historical terms such as culture, social, economic and political when describing the past.</p> <p>Identify continuity and change in the history of the locality.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
<p>Organisation and communication</p>	<p>Use language such as today, yesterday, then, now.</p>	<p>Use language such as today, yesterday, then , now, a long time ago, when parents were little, old,new.</p>	<p>Use common words and phrases related to the passing of time.</p> <p><i>Use a wide vocabulary of everyday historical terms.</i></p> <p>e.g. A long time ago, before I was born, last week, when I was younger, yesterday, past, present, then, now, after, before, new, old, timeline, museum, diary event, chronological,</p>	<p>Develop their understanding that the past can be divided into different periods of time.</p> <p>Use sources of information including ICT to find out about events, people and changes</p> <p><i>Communicate knowledge and understanding in a variety of ways.</i></p> <p><i>Use dates and vocabulary relating to the passing of time, including AD/BC.</i></p> <p>Ancient , century, date era, In the... century/decade,Time period, Timeline, archaeology/ archaeologist Architecture chronology ,evidence, eye-witness, reliable source, civilisation, conquest, enemies, invade, settle</p>	<p>To use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</p> <p>Plan or present a self-directed project or research about the past.</p> <p>Have a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, religious, political, economic and cultural.</p> <p>Other vocabulary includes continuity, Empire, legacy, Monarch(y), peasantry, Government, immigration, Parliament, ancient, archaeology, conquest, excavate, bias, empathy, propaganda, analyse, enquiry evidence, hypotheses, evaluate</p>