

## Haydock English Martyrs Key Skills Progression: History

Level expected at the End of Foundation Stage

**Communication and Language:**

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Understanding:** They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Personal, social and emotional development:**

**Managing feelings and behaviour:** Children talk about their own and others' behaviour, and its consequences.

**Understanding the world:**

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

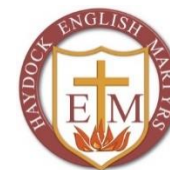
### Key Stage 1 National Curriculum Expectations

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 a 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life



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- 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 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]
- significant historical events, people and places in their own locality

### Key Stage 2 National Curriculum Expectations

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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\*



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- 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 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.

*\*Examples (non-statutory) can be found in the National Curriculum 2014 document available at gov.uk*

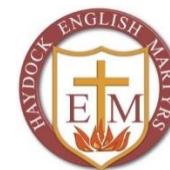
### Intent

At English Martyrs Catholic Primary School we aim to inspire pupils' curiosity and provide them with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that pupils are able to think critically and ask historically valid questions when examining evidence and can develop their own ideas and opinions, which are backed up by historical evidence, through an history curriculum that intends to enriches the quality of our pupils' lives beyond measure and provide them with the joy of knowing history for its own sake.

In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today and to appreciate and respect the diversity in our country that has developed as a result of this. It is intended that the curriculum promotes quality education for all.

### **The national curriculum for history aims to ensure that all pupils:**

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.



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- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **In Foundation Stage pupils are taught to:**

- To develop a sense of time through events in stories, in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.
- Begin to discuss similarities and differences within their own lives and environments.

### **In Key Stage 1 pupils are taught to:**

- Develop an awareness of the past and a sense of chronology through the study of people and events in different periods.
- Use a wide vocabulary of everyday historical terms while comparing similarities and differences and discussing key features of historical events.



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- Understand some of the ways in which we find out about the past, using historical enquiry to explore changes within and significant events beyond living memory, the lives of significant individuals and significant events, people and places within their own locality.

### **In Key Stage 2 pupils are taught to:**

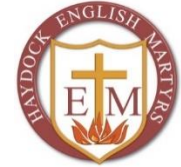
- Develop a chronologically secure knowledge and understanding of British, local and world history, making connections and noticing trends over time.
- Interpret and communicate historical knowledge that addresses questions about change, cause, similarity and difference, and significance.
- Build on their knowledge from Key Stage 1 through a combination of in-depth and overview studies of Britain and the wider world, making connections between the events, people and societies from the past to better understand the present.



### **Implementation**

At English Martyrs Catholic Primary School we make history an enjoyable learning experience. We encourage children to participate in a variety of historical experiences through which we aim to build up the confidence and knowledge of all children. Teaching focuses on developing the children's ability to understand how significant events in the past have shaped the present and their skills in historical enquiry to find out more about the past. We place emphasis on examining artefacts and primary sources and giving the pupils opportunity to visit sites of historical interest. We encourage visitors to our school to talk about the past and stimulate interest through drama, music and hands on activities.

Elements of history are delivered to the Reception children through the Foundation Stage Curriculum and are incorporated into termly topics. In the Early Years Foundation Stage (EYFS) the children explore places, people, communities and the world through their work related to "Understanding the World". In addition, many links are made across the EYFS provision to history through Literacy, Maths and PSE activities, which are outlined in the medium term planning documents develop by staff.



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History is taught in KS1 and KS2, through planning linked to the National Curriculum, 2014. These have been split according to year groups and the units covered by each year group can be found on the long term plans. Some elements are also taught through cross curricular topics e.g. literacy, geography, the arts and ICT. We build on prior learning to develop and foster the following skills:

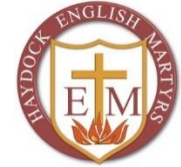
- An understanding of historical chronology;\*
- An understanding of historical concepts, such as continuity and change, cause and consequence, similarity and difference and significance;
- A developed sense of historical interpretation
- The skills required to participate in, and construct their own, historical enquiries;
- The ability to communicate their knowledge and ideas about the past and how this has influenced the world we live in today.

*\*We understand that chronology is absolutely fundamental to children being able to understand the history curriculum that we are teaching them, but due to the school intake being split into mixed-age classes, e.g. 1/2 and 3/4, we teach our curriculum on a two-year rolling cycle. Therefore the curriculum has been designed with chronology in mind, but does not necessarily follow on in chronological order. Throughout the teaching of the history curriculum, explicit links are made to previous, subsequent and adjacent historical periods and events, to ensure that pupils develop their chronological understanding and ability to make links and comparisons between these eras.*

We recognise that there are children of widely different historical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting open-ended tasks which could have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources depending on the ability of the child, including providing 'hands-on' experiences;
- using classroom assistants to support the work of individuals or groups of children.





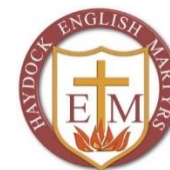
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### Impact

Based on the National Curriculum (2014), long-term planning is established by teaching staff on a two-year rolling cycle, due to the mixed-age group classes within the school, ensuring that children of all abilities have an equal opportunity of experiences and access to the statutory coverage of the curriculum and develop their historical skills. Teaching staff then use the National Curriculum, alongside the progression of skills document outlined below, to produce detailed units of work through medium-term plans. These units ensure that children in all classes have access to the same intended learning goals for the topics. Throughout a year group, children in KS1 and KS2 will be taught three history topics, some of which are taught using a creative, cross-curricular approach. It is the responsibility of the class teacher to utilise these medium-term plans to create short-term plans, suitable to the needs of the pupils in their class, in order to meet the requirements of the unit outlined in the National Curriculum. Short-term plans should outline the success criteria for the lesson, using the skills from the progression map and building on prior knowledge and skills. The impact of the lesson should be assessed against this criteria for all pupils after the lesson and/or topic is complete. Teachers should make on-going assessments about the ability of pupils within history, ensuring that this formative assessment is in due course recorded on Classroom Monitor (the school's assessment package).

Ultimately, the impact of history teaching at English Martyrs' will be measured on whether children have had the opportunity to participate in active history lessons through exploring and examining artefacts, asking and answering questions and developing an understanding of the chronology of the past. We also endeavour to encourage children to have the confidence to express their own ideas through discussion and use research to answer questions with historically valid answers. As they progress through the school, children should build on their knowledge to develop a more in-depth understanding of how the past in both Britain and the wider world has helped to shape how we live today.

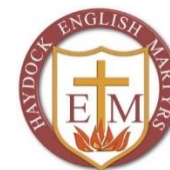




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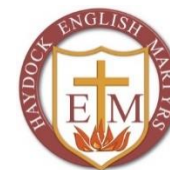
Skills	EYFS	KS1	LKS2	UKS2
Historical Understanding/ Chronology	<p>I can tell the past is different from today.</p> <p>I know that my life is different from that of people in the past.</p> <p>I can put 2 events or objects in the correct order they happened or were made.</p>	<p>I can <b>sequence</b> a few objects/ events in order.</p> <p>I can <b>describe</b> a few similarities and differences between ways of life at different times.</p> <p>I can <b>identify</b> a few people in the past who have contributed to national and international achievements.</p> <p>I know where people and events I have studied fit on a basic timeline.</p>	<p>I <b>understand</b> that the past is divided into different named periods of time.</p> <p>I can <b>select</b> appropriate dates and chronological conventions eg. BC, BCE, &amp; AD when using a timeline.</p> <p>I can use some dates to <b>explain</b> British, local and world history.</p> <p>I can place events, people and changes of British, local and world history on timeline.</p>	<p>I can <b>apply</b> my knowledge of place events, people and changes <b>identifying</b> them within the correct periods of time and <b>sequencing</b> the periods of time in chronological order.</p> <p>I can <b>identify</b> specific changes within and across different periods over a long arc development, <b>evaluating</b> the effects of these on Britain and the wider world.</p> <p>I can make some detailed links between features of past societies and periods, giving reasons for them and <b>explaining</b> the result.</p> <p>I can <b>recall</b> the story of events within and across the time periods I have studied.</p> <p>I <b>sequence</b> artefacts in chronological order.</p>





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Historical Concepts	<p>I can <b>recall</b> some simple facts. I can give two causes of an event.</p>	<p>I can <b>identify</b> and <b>describe</b> some of the people or events in Britain within and beyond living memory from my work. I can <b>identify</b> and <b>describe</b> some of the people or events from the wider world within or beyond living memory from my work. I <b>recall</b> more than one cause of an event. I can give a <b>reason</b> why people in the past acted as they did.</p>	<p>I can give a few reasons for and <b>summarise</b> the results of the main events and changes of a time studied. I can make a few connections and <b>contrasts</b> e.g. change, cause, similarity, difference and significance. I can <b>recall</b> a range of similarities and differences between different times in Britain and the wider world in periods covered so far. I can <b>explain</b> the achievements of ancient civilisations and their impact on the world in the past and today.</p>	<p>I <b>understand</b> the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time and can <b>make reasoned judgements</b> of the impact these societies had on national and international life. I can <b>describe</b> or make links between events and changes, giving reason for these events and changes, <b>identifying contrasts</b> with and influences on British society at the time. I can <b>evaluate</b> the impact of significant historical events, people and places in their own locality. I can <b>describe</b> trends over time. I can <b>recognise</b> the relationship between different periods and the legacy or impacts for me and my identity.</p>
Historical Interpretation	<p>I may be able to give you my own view on why something happened in the past or how I know.</p>	<p>I <b>understand</b> some of the ways in which we find out about the past. I <b>recognise</b> a few ways that the past has been <b>described</b> or presented.</p>	<p>I can <b>describe</b> how the past can be represented or interpreted in a few different ways.</p>	<p>I can <b>explain</b> that the past can be represented or interpreted in many different ways. I can carefully <b>select</b> relevant historical information, considering different viewpoints or thinking about possible bias.</p>



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Historical Enquiry	I can find answers to simple questions in a piece of writing and/or from a picture.	I can ask and answer questions. I can <b>recall</b> parts of stories and other sources of information to show I know key features of events.	I can answer and sometimes devise my own historically valid questions. I can <b>select</b> one or more sources of information to help me answer questions about the past.	I can devise my own historically valid questions. I can carefully <b>select</b> and organise relevant historical information from a range of historical sources of information to <b>justify</b> my historical opinion. I can examine artefacts and <b>explain</b> what they show us about that time in history. I know how our knowledge of the past is constructed from a range of sources.
Historical Communication	I show an awareness of the past (e.g. this morning, yesterday, last week/year). I can tell you about the past in 1 way (eg. orally, using common words and phrases relating to the passing of time or drawing).	I can <b>select</b> common words and phrases that relate to the passing of time. I can discuss a time before I was born and can <b>compare</b> different aspects of life in these times. I can discuss the lives of significant people in the past <b>comparing and contrasting</b> to my own life.	I can present <b>recalled</b> or <b>selected</b> information in a variety of ways using specialist terms. I can write sentences or a paragraph to <b>describe</b> some of the main events, people and changes in Britain and the wider world. I am beginning to use place value in the context of a timeline.	I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/periods, e.g. century, decade. I can confidently use and apply mathematical skills when <b>sequencing</b> events in chronological order, using place value, negatives numbers etc.

Objectives highlighted in bold link to the Classroom Monitor objectives to assess each child against. Items not in bold are additional objectives to support progression in historical skills throughout the curriculum.

Progression of questioning vocabulary: **KS1** **LKS2** **UKS2**