

Shire Oak CE Primary School History Curriculum

Historical Association 2014 Curriculum progression guide

Key Stage	EYFS	KS1	KS2
<p>1. Chronological knowledge / understanding <i>(including characteristic features of periods)</i></p>	<ul style="list-style-type: none"> ☐ 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. 	<ul style="list-style-type: none"> ☐ Develop an awareness of the past ☐ Use common words and phrases relating to the passing of time ☐ Know where all people/events studied fit into a chronological framework ☐ Identify similarities / differences between periods 	<ul style="list-style-type: none"> ☐ Continue to develop chronologically secure knowledge of history ☐ Establish clear narratives within and across periods studied ☐ Note connections, contrasts and trends over time
<p>2. Historical terms <i>eg empire, peasant</i></p>	<ul style="list-style-type: none"> ☐ Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> ☐ Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ☐ Develop the appropriate use of historical terms
<p>3. Historical enquiry - Using evidence / Communicating ideas</p>	<ul style="list-style-type: none"> ☐ 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 	<ul style="list-style-type: none"> ☐ Ask and answer questions * ☐ Understand some ways we find out about the past ☐ Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	<ul style="list-style-type: none"> ☐ Regularly address and sometimes devise historically valid questions * ☐ Understand how knowledge of the past is constructed from a range of sources ☐ Construct informed responses by ... ☐ Selecting and organising relevant historical information

4. Interpretations of history		Identify different ways in which the past is represented	☐ <i>Understand that different versions of the past may exist, giving some reasons for this</i>
5a*. Continuity and change in and between periods	☐ Look closely at similarities, differences, patterns and change ☐ Develop understanding of growth, decay and changes over time	☐ Identify similarities / differences between ways of life at different times	☐ Describe / make links between main events, situations and changes within and across different periods/societies
5b*. Cause and consequence	☐ Question why things happen and give explanations	☐ Recognise why people did things, why events happened and what happened as a result	☐ Identify and give reasons for, results of, historical events, situations, changes
5c*. Similarity / Difference within a period/situation (diversity)	☐ Know about similarities and differences between themselves and others, and among families, communities and traditions	☐ Make simple observations about different types of people, events, beliefs within a society	☐ Describe social, cultural, religious and ethnic diversity in Britain & the wider world
5d*. Significance of events / people	☐ Recognise and describe special times or events for family or friends	☐ Talk about who was important eg in a simple historical account	☐ Identify historically significant people and events in situations

* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts.

Shire Oak progression map, assessment questions, key vocabulary and scheme of work

Year Group	Progression – order and pitch	Key assessment questions by year group	New historical vocabulary introduced by year group (and built upon/consolidated in each subsequent year)	Scheme of work – Key concepts/content
R	<p>Pupils should comment on images of familiar situations in the past. They should compare and contrast characters from stories, including figures from the past. (from Development Matters – Understanding the World. See Historical Association progression above for more detail)</p>	<p>Can the pupil talk about some similarities and differences between things in the past and now including drawing on their experiences and what has been read in class, such as settings, characters and events encountered?</p>	<p>Use everyday language related to time, such as:</p> <p>Today Now Tomorrow Yesterday Day Week Month Year Hours Then After Before Weeks The past The present</p>	<p>Work may include:</p> <ul style="list-style-type: none"> - Presenting children with pictures, stories, artefacts and accounts from the past. - explaining similarities and differences. - Offering hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. - Including a focus on the lives of both women and men. - Showing images of familiar situations in the past, such as homes, schools and transport. - Looking for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. - Offering opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. - Sharing texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

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1	<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 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. (See Historical Association progression above for more detail)</p>	<ul style="list-style-type: none"> • Can the pupil start to use words and phrases relating to the passing of time? • Can the pupil start to identify similarities and differences between their own time period and a previous one? • Can the pupil use historical terms appropriate to their year group? • Can the pupil start to describe key features of an historical event they have studied? • Can the pupil start to describe any ways in which we have found out about the past? • Can the pupil describe any ways in which the past has been represented today? 	<p>Decade Century Long ago The future Long ago Investigate Object Artefacts Surroundings Local Homes, houses and buildings Explain Timeline Date Order Similar Different</p>	<p><u>Changes within living memory</u> Own timeline/family tree, sequence events in own life Toys our grandparents and parents played with (including visit to e.g. Abbey House toy workshop)</p> <p><u>Local history</u> Shire Oak tree and change in Headingley.</p> <p><u>Significant individuals</u> Grace Darling David Attenborough</p> <p><u>Events beyond living memory</u> Harvest</p> <p><u>Artefacts</u> Develop enquiry</p>

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2	<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 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. (See Historical Association progression above for more detail)</p>	<ul style="list-style-type: none"> • Can the pupil use words and phrases relating to the passing of time? • Can the pupil identify a few similarities and differences between their own time period and a previous one studied? • Can the pupil use historical terms appropriate to their year group? • Can the pupil describe key features of an historical event they have studied in this and previous year groups? • Can the pupil describe a few ways in which we have found out about the past? • Can the pupil describe a few different ways in which the past has been represented today? 	<p>Sequence Chronological Order Recent History Earlier Later Decades Centuries Ancient Modern Questions Historians Primary /Secondary Evidence Information Significant Changes Observe Research Historical event</p>	<p><u>Events beyond living memory</u> Invention of trains and aeroplanes, including visit e.g. Whistlestop Valley (Kirklees Light Railway) or NRM York Great Fire of London</p> <p><u>Significant individuals</u> Wright Brothers Amelia Earhart George Stephenson Matthew Murray Nelson Mandela Nicola Adams Florence Nightingale Mary Seacole</p> <p><u>Local history</u> Why do people live in Leeds? including Before Leeds (Study of Leeds Part 1 – Children’s History of Leeds to 1066 – to p5), migration and development of buildings in Leeds, inc factories and houses. Visit to Leeds City Museum for Leeds timeline workshop.</p>

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3	<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. (See Historical Association progression above for more detail)</p>	<ul style="list-style-type: none"> • Can the pupil describe key features of each of the historical periods studied in this and previous year groups? • Can the pupil ask questions about and identify connections and contrasts between their own time period and ones studied in this and previous year groups? • Can the pupil use historical terms appropriate to their year group? • Can the pupil start to create historically valid questions about change and cause? • Can the pupil start to demonstrate an understanding of a range of different historical sources? 	<p>Opinion Experts Compare Initiate Theme Place Investigate Locality Eyewitness account Similarities and differences Archaeologists Excavation Perception Think critically Use judgement First-hand evidence Organisation Second-hand evidence</p>	<p><u>Local history</u> Study of Leeds (part 2 - Children’s History of Leeds 1066 to 1485 – p6 to p9) What are the historical stories from Headingley and Leeds? Using evidence, make links between past and present</p> <p><u>Changes to Britain from the Stone Age to the Iron Age</u> Develop historical terms, select and organise historical information, including visit to e.g. Murton Park or roleplay visitors</p> <p><u>Significant individuals</u> Mary Anning Roy Francis</p> <p><u>Ancient Egypt</u> When and when did the first civilisations appear? What did they achieve and what was their impact? Develop historical terms Devise historical questions Selecting and organising historical information Including Egyptian drama workshop/visitor</p>

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5	<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. (See Historical Association progression above for more detail)</p>	<ul style="list-style-type: none"> • Can the pupil describe key features of each of the historical periods studied in this and previous year groups? • Can the pupil ask questions about and identify connections and contrasts between their own time period and ones studied in this and previous year groups? • Can the pupil identify trends in history over time? • Can the pupil use historical terms appropriate to their year group? • Can the pupil start to create historically valid questions about change, cause and significance? • Can the pupil start to organise and thoughtfully select appropriate evidence from a range of different historical sources? 	<p>AD/BC (BCE) Cause Consequence Similarity Anachronism Legacy Primary source Secondary source Suggest Compare Collect Record Analyse Historical maps Different scales Contrast Analyse trends Influence Identify Hypothesis Sift arguments Sources Infer Reliable</p>	<p><u>Knowledge and understanding of British history</u> Anglo-Saxon invasion and settlement – Secure knowledge of chronological history, noting connections, contrasts and trends over time. Including e.g. Anglo-Saxon experience day at Temple Newsam and/or Durham University virtual Anglo-Saxon workshop</p> <p><u>Knowledge and understanding of wider world history</u> Who were the Mayans and what was their life like? Understand that the past is interpreted in different ways and changes happen within different societies. Including e.g. York’s Chocolate Story (link to Mayans)</p> <p><u>Significant individuals</u> Dame Jocelyn Bell Burnell Tim Peake</p> <p><u>Local history</u> Study of Leeds (part 4 – Children’s History of Leeds 1837 to 1901 – p18 to p23)</p>

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6	<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. (See Historical Association progression above for more detail)</p>	<ul style="list-style-type: none"> • Can the pupil describe key features of each of the historical periods studied in this and previous year groups? • Can the pupil ask questions about and identify connections and contrasts between their own time period and ones studied in this and previous year groups? • Can the pupil identify trends in history over time? • Can the pupil describe narratives that cross all the periods studied so far? • Can the pupil use historical terms appropriate to their year group? • Can the pupil create historically valid questions about change, cause and significance? • Can the pupil organise and thoughtfully select appropriate evidence from a range of different historical sources? 	<p>Short- and longterm timescales Difference and significance Trends Fieldwork Conduct Research Primary source Secondary source Evaluate Collect Record Analyse Conclusions Advancements Interpretations Cause and effect Structured Accounts Omissions Impression Biased Motive Propaganda</p>	<p><u>Knowledge and understanding of British history</u> Viking invasion and settlement – Secure knowledge of chronological history, establish clear narrative within and across periods studied. E.g. Viking drama workshop/visitor (Viking school visits)</p> <p><u>Post-1066 British History</u> WWII and Windrush – chronological knowledge after 1066, developing historical terms and devise historically valid questions. Including e.g. Alive and Kicking Windrush workshop and Eden Camp (WWII experience)</p> <p><u>Local History</u> Study of Leeds (part 5 – Children’s History of Leeds 1901 to today – p24 - 29)</p> <p><u>Significant individuals</u> Lilian Bader Joan Armatrading</p>