

History

Progression of Skills and Knowledge

Document



The teaching of history at Moorfield

Believe, Achieve, Succeed

Introduction:

The purpose of this document is to outline the approach and method that has been adopted to implement the History curriculum at Moorfield Primary School. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's Mission Statement, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the History curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

Aims

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Irlam
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

Curriculum End Points

Pupils will have a thorough knowledge and understanding of events and people from the past, both of Britain and that of the wider world. Upon leaving our school, they will be inspired and curious to know more and ready for the transition to key stage 3. They will be equipped with the skills to ask appropriate questions, think critically and research evidence. Understanding that History is much more than just a record of events, pupils will gain an understanding of the changes in people's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of both current time and at points in the past.

By the time our Historians leave us in year 6 we want them to have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Intent

Pupils will work towards the national expectations at the end of each key stage (EYFS, KS1 and KS2). Having a good working understanding of chronology, they will be able to see how topics studied link to others and how they fit into the history of Britain and the wider world. As well as gaining the ability to both ask and answer questions, pupils will use a wide range of sources effectively to build on prior knowledge as they move through the school.

Our high quality curriculum allows us to link learning to a range of engaging topics, providing children with the opportunity to investigate the past in an exciting and purposeful manner. They are given the prospect to not just study the past, but to develop their own interpretations, building up evidence and knowledge as they go, along with the ability to communicate in a historically appropriate manner.

Our original long term plans were developed in staff meetings with key skills and content broken down over year groups allowing for appropriate progression of skills and knowledge across the school. Subsequently, topics have been carefully designed by each year group to cover the national curriculum statements for history whilst igniting a passion and curiosity through exciting and engaging lessons. With a thorough knowledge of the intent of other year groups, teachers are able to plan for progression making links to, and revisiting, elements already taught whilst moving learning on appropriately and being mindful of not spoiling the excitement planned for in future lessons.

All opportunities to make learning more meaningful by linking to our local context are taken with the aim that pupils appreciate the impact that local people and events from the past have had on Britain and the wider world today. In year 5 pupils study the Victorians where they not only look at the development of the industrial cities such as Manchester and Salford, but also the effects of the industrial revolution on Salford, the system of crime and punishment in Britain and the life of ordinary people in Victorian Britain. Other curriculum areas also link history in a local context. For example, the Geography topic of “Our local Area”, which is a focus for year 1 and revisited again in year 3, also encompasses important local historical facts such as the use of the canal as a form of transportation in the past. Similarly year 3 study Lowry as part of the art history curriculum due to his local connections. All children are taught the same curriculum, no matter what their academic achievement,

and have access to the same high quality teaching and learning resources. Challenge is built in during lessons but also made available as separate stand along “challenge questions” and exercises for when any pupil has completed planned work within a lesson. These challenges are made available to all pupils with no preconceptions of ability. During collaboration exercise, pupils work in mixed ability groups which allows them to take on different roles appropriate to their own strengths and weakness. Where work is individual, tasks are differentiated to take account of areas of difficulty whilst not diluting the History curriculum e.g. children with difficulties in writing and language can have worked scribed where necessary or complete oral work.

Historical Concepts – Thinking like an historian

We have four concept disciplines in History

- **Investigate and interpret the past** – evidence tells us about the past
- **Build an overview of world history** – life is different for different sections of society
- **Understand chronology** – charting the passing of time and understanding some aspects of history were happening at similar times in different places
- **Communicate historically** – use historical vocabulary and techniques to convey information about the past

In order to explore these subject disciplines the children study units of work that cover the following core historical concepts:

Invasion, Rebellion, Crime and Punishment, Exploration, Empire, Cultural Change and Technological Development

Implementation

All teachers are given the opportunity to research and develop topics within their own planning as needed and are able to request additional training if and when needed. The knowledge organisers were developed during staff meetings allowing for sharing of ideas and specific subject facts along with highlighting areas where more research was needed before lessons were planned. As part of a cluster of schools, the subject leader attends regular meetings which allow for the sharing of good practice across the schools and collaboration of ideas. Full agendas for the meeting are prepared in advance meaning all subject leaders attend equipped with appropriate examples of areas for discussion along with any areas where they need colleague support.

Knowledge organisers have been developed which outline the key concepts and vocabulary that all children should aim to master. These are displayed in classroom and glued in books as well as being shared with parents. Subsequently, a cycle of lessons is created which carefully plan for progression and depth of knowledge over the course of a particular topic. Key facts are explained to the pupils during high quality lesson inputs and are reinforced through a combination of revisiting through teaching and exploring and demonstrating in independent work.

As well as marking work and feeding back to pupils individually, teachers revisit the previous lessons through whole class discussions and questioning at the start of the next lesson. Links between previous lessons and new concepts are made where pupils are encouraged to apply past learning as appropriate. This combination allows teachers to identify pupils who have gained a good understanding and those that might need to revisit and recap elements or require additional support.

Low stakes quizzes are used not only at the beginning and end of a topic but also sporadically during the course of each topic enabling pupils to embed key concepts to long term memory. Regular use of these quizzes support the pupils' ability to block learning and help to increase space in working memory. Once concepts have been covered in whole class teaching, pupils engaging in independent or group work which is designed to enable application of their understanding and further embedding key facts. Pupils are also given the opportunity to use knowledge from prior lessons in subsequent work.

Concepts are frequently revisited through low stake quizzes and referred to in subsequent lessons. Key concepts and facts are also built into other areas of the curriculum allowing pupils to embed them to long term memory such as using elements of history lessons when writing reports in English. Topics are also revisited through a carefully planned out calendar of assemblies throughout the year where younger pupils are exposed to lessons and concepts yet to be taught whilst older ones revisit past learning. Quizzes are also used at the end of each assembly and revisited at the start of the next assembly so pupils can demonstrate their learning.

Regular retrieval quizzes are used alongside pre and post learning assessments, day to day Assessment for Learning, marking of work and class discussions to inform individual judgements made for each child against a range of age related statements. These are subsequently used to inform on progress for each child each term. These are then collated to form an overall picture of the attainment in History over time for the entire school and allow for trends to be picked up within cohorts and addressed where necessary.

Impact

Pupils are not only taught the history knowledge required to meet the needs of the primary curriculum gaining a solid foundation ready to be built upon, but are also equipped with the research and investigative skills needed to be able to thrive at high school where more independence and autonomy is required.

EYFS Curriculum

What an EYFS historian needs to understand?	What do they need to know?	How can they show they are historians?
Time passes in sequential order	<ul style="list-style-type: none"> • There are days of the week that repeat and go in order; • There are seasons that repeat and go in order; • The times of the day go in order and repeat everyday e.g. morning is before lunch time 	<ul style="list-style-type: none"> • Start to show the awareness of time in the day e.g. stating it is lunchtime next; • Commenting and noticing on what happens in each season; • Being able to narrate their daily routines/weekly activities
There are key words/vocabulary associated with the passage of time	<ul style="list-style-type: none"> • Know the past tense of verbs • Know before and after as a concept • Ordering language such as First, next, after that, in the end 	<ul style="list-style-type: none"> • Use past tense with increasing accuracy • Sequence stories/events
The passage of time changes us all	<ul style="list-style-type: none"> • Stages of human growth from a baby to an elderly Things are the same/different • Live things do not stay the same over time 	<ul style="list-style-type: none"> • Able to notice changes e.g. a new haircut, new skill in themselves/friends/parents • Able to compare and say what is the same/different about something • Able to notice and celebrate new things they can do – e.g. I can now write letters but when I first started Reception, I couldn't
The passage of time changes the world around us	<ul style="list-style-type: none"> • Notice that things in nature change with time • Know the seasons and key changes to nature in each season • Know names for baby animals 	<ul style="list-style-type: none"> • Collect the evidence for changing seasons e.g. flowers or shards of ice • Compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)

	<ul style="list-style-type: none"> • Organic things decay overtime • Know that the plants/chicks/tadpoles grow and change overtime 	<ul style="list-style-type: none"> • Sequence a life cycle/stages of growth of a plant/animal
We need to change what we do/wear in response to the passage of time	<ul style="list-style-type: none"> • That weather changes according to the seasons • That we need to dress accordingly to keep ourselves safe and comfortable 	<ul style="list-style-type: none"> • Comment on how what we wear changes with the seasons • To develop self-care routines including wearing/choosing appropriate clothes • To narrate why we wear hats in winter and sun-cream in the summer
Events/celebrations take place at specific points of the year.	<ul style="list-style-type: none"> • People in our community celebrate special days Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays) 	<ul style="list-style-type: none"> • Say what might happen on special days e.g. we dress a tree at Christmas • Join in celebrations and sometimes remember what happened last year on that same day

Understanding the World Education Programme

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children’s learning in all areas.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

ELG: 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. The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.

Year 1 to Year 6 – Sequence of Skills				
	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
Year 1	<ul style="list-style-type: none"> *identify major differences between life in different periods *using a source; handle, observe, question and sketch *ask and answer questions about an artefact 	<ul style="list-style-type: none"> *begin to find answers to simple questions about the past from historical sources. 	<ul style="list-style-type: none"> *describe memories of key events in their lives *sequence events in their life *use a range of words relating to time (before, after, old, older, oldest) 	<ul style="list-style-type: none"> *tell stories about the past/events in a famous person’s life *describe things that are from the past *say how things from the past were used *use historical vocabulary appropriate to year group
Year 2	<ul style="list-style-type: none"> *explain differences and similarities between life in different periods *work out things about the past by looking at pictures and artefacts *understand that there are different types of evidence telling us things about the past *begin to recognise that there are reasons why people in the past acted as they did 	<ul style="list-style-type: none"> *answer questions about the past by making simple observations from historical sources 	<ul style="list-style-type: none"> *sequence 3 or 4 artefacts from different periods of time *with support, place the time studied on a timeline *use phrases relating to the passing of time (a long time ago, began, first, next...) 	<ul style="list-style-type: none"> *use labelled diagrams, recounts and pictures to tell what they know about the past *annotate photographs *use historical vocabulary appropriate to year group

<p>Year 3</p>	<p>*show understanding of the concept of similarities and differences between life in the same period</p> <p>*recount the life of a famous person or event with some detail, selecting information</p> <p>*give reasons for some of the actions of a famous person</p>	<p>*ask and answer questions about the past by using historical sources</p> <p>*begin to select relevant historical information</p>	<p>*sequence several events or artefacts</p> <p>*place the time studied on a timeline *use key dates and terms related to the passing of time eg BC/AD</p>	<p>*communicate knowledge and understanding in a variety of ways appropriate to the year group including – discussions, recounts, diaries, pictures, annotations, drama</p> <p>*use historical vocabulary</p>
<p>Year 4</p>	<p>*show understanding of the concept of significance of events from the past on life today</p> <p>*compare and contrast aspects of the past with aspects today</p> <p>*to know that the lives of people in a historical period were not all the same</p> <p>*give reasons why key events happened or why people acted as they did</p>	<p>*begin to select and combine information from historical sources</p>	<p>*place events from period studied on timeline</p> <p>*use key dates to describe events</p> <p>*understand the terms ancient/modern and begin to sequence major historical periods, e.g. Egypt, Greece, Rome</p>	<p>*communicate knowledge and understanding in a variety of ways appropriate to the year group including – discussions, recounts, diaries, pictures, annotations, drama</p> <p>*use historical vocabulary appropriate to year group</p>
<p>Year 5</p>	<p>*show understanding of the concept of cause and consequence through the events studied</p> <p>*describe some of the main events, people and changes in a period</p> <p>*study a variety of experiences of life for different people in</p>	<p>*begin to evaluate, select and combine information from different historical sources</p>	<p>*know and sequence key events of time studied</p> <p>*relate current studies to previous studies</p> <p>*use relevant terms and begin to use and know key dates</p>	<p>*communicate knowledge and understanding in a variety of ways appropriate to the year group including – discussions, recounts, diaries, pictures, annotations, drama</p> <p>*use historical vocabulary appropriate to year group</p>

	<p>the same period</p> <p>* consider interpretations of an event by looking at other information</p>			
Year 6	<p>*show understanding of the concept of developmental change through aspect studied</p> <p>*find out about beliefs in different civilizations and link this to their actions</p> <p>*give reasons for and the results of the main events and changes in a period</p> <p>*look at different points of view to find out about different versions of historical events</p> <p>*evaluate sources of information and say which would be more reliable</p>	<p>*evaluate sources of information and identify those relevant/useful to particular tasks</p>	<p>*place people into correct periods of time</p> <p>*sequence up to 10 events on a timeline</p> <p>*identify changes over a period of time</p> <p>*use relevant dates and terms</p> <p>*know key dates, characters and events of time studied</p> <p>*show understanding of the history of Britain in relation to the wider world</p>	<p>*communicate knowledge and understanding in a variety of ways appropriate to the year group including – discussions, recounts, diaries, pictures, annotations, drama</p> <p>*use historical vocabulary appropriate to year group</p>

Year 1 to Year 6 – Sequence of Knowledge			
	Autumn	Spring	Summer
Year 1	<ul style="list-style-type: none"> • A place in time – chronology and vocab. • What are the characteristics of modern toys? • How can I group and organise modern toys? • How can I recognise toys from the past? 	<ul style="list-style-type: none"> • A place in time – chronology and vocab • Order events chronologically • Who was Florence nightingale and when did she live? • To learn about Florence’s trip to Scutari. 	<ul style="list-style-type: none"> • A place in time – chronology and vocab • Before the railways Steam Power • The Rocket (x2 lessons) <ul style="list-style-type: none"> ○ What was it and why was it so special? ○ What were the only other

	<ul style="list-style-type: none"> • What questions can I ask and answer about toys from the past? • What do I see about how toys have changed over time? • When I handle toys from the past, what do I notice about how they were made? 	<ul style="list-style-type: none"> • To compare conditions in Scutari Hospital, before and after Florence Nightingale arrived • Letter writing 	<p>methods of transport before The Rocket?</p> <ul style="list-style-type: none"> • Railways today • Irlam train station • How did the rockets shape Irlam today?
Year 2	<ul style="list-style-type: none"> • A place in time – chronology and vocab • Sequence significant events chronologically – timeline • London past and present • Events during the fire/Non-chronological report (Magic Grandad) • Samuel Pepys • Diary entry 	<ul style="list-style-type: none"> • A place in time – chronology and vocab. • Features of seaside holidays • Victorian seaside holiday • How entertainment has changed on seaside holidays. • Research Grace Darling • Comparison between seaside holidays then and now • Examining evidence sources – then and now pictures. • Postcard writing 	<ul style="list-style-type: none"> • A place in time – chronology and vocab. • Who is LS Lowry? • Analyse paintings what do they tell us about the time that they represent? • The industrial revolution and how it impacted Britain? • Non-chronological report/Fact-file of Lowry’s life.
Year 3	<ul style="list-style-type: none"> • A place in time- Chronology and Vocab lesson. • What was ‘new’ about the New Stone Age (and how do we know)? • What was life like in the Stone Age? • What was found at Skara Brae and why it is important? • How has evidence about Stonehenge given us different answers about the past? • How and why hillforts were developed in the Iron Age. • How evidence about Druids can 	<ul style="list-style-type: none"> • A place in timeChronology and Vocab lesson. • How did the Normans come to rule Britain in 1066? • The Battle of Hasting- retell the events. • Was William the Conqueror a hero or villain? • Explain the key features of a Motte and Bailey castle. • What was the Bayeux Tapersty and why was it significant? 	<ul style="list-style-type: none"> • A place in time - Chronology and Vocab lesson. • Timeline of the history of The Ship Canal • How has the transportation of goods changed? • Who was Daniel Adamson? • Non Chronological report of the day. • What impact has Ship Canal had on our local area?

	give us different answers about the past.		
Year 4	<ul style="list-style-type: none"> • A place in time- Chronology and Vocab lesson. • Use artefacts to find out about life in Ancient Egypt. • What was important to people during this time? • What is the Egyptian ritual of mummification? • Investigate the discovery of the Tutankhamun. • Compare and contrast Egyptian writing. • Compare and contrast the powers of different Egyptian gods. • Should Ancient Egyptians have been proud of their pyramids? • Was the Nile the source of Ancient Egypt's success? 	<ul style="list-style-type: none"> • A place in timeChronology and Vocab lesson. • How did the Romans invade Britain and how successful were they? • Explain the spread of the Roman Empire and recall key facts about the invasion of Britain. • How the Roman Empire affected different people and how they felt and reacted to the changes that were being made. • Who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. • Religious beliefs and know about some of the gods and goddesses that they worshipped. 	<ul style="list-style-type: none"> • A place in time – chronology and vocab • What did the Romans believe about crime and punishment? • Different punishment methods that were popular during the Tudor period. • How the legal system worked in Anglo- Saxon Britain. Compare both the modern British and Roman justice system with that of the Anglo-Saxons. • Explore Victorian prisons. • Find out about the life of Dick Turpin based on historical sources. • Has the British law system always been fair? • To hang or not to hang?
Year 5	<ul style="list-style-type: none"> • A place in time- Chronology and Vocab lesson. • Where did the Vikings come from? • How and why did the Vikings invade Britain? • How some kings in Britain dealt with the Viking invaders? • How did Vikings live and work? • Viking invasions- what were Viking warriors like? • The Vikings- ruthless killers or peaceful settlers? 	<ul style="list-style-type: none"> • A place in time – Chronology and vocabulary. Use Historical sources to find out more. • The reign of Queen Victoria – Why was she such a popular monarch? • Different inventions in the Victorian Times – The Rocket. • How did the railways change the lives of Victorians? • How did daily life change over the reign of Queen Victoria? – The Industrial Revolution and the 	<ul style="list-style-type: none"> • What is migration? • What has 'pushed' migrants to come to Britain? • How Britain has always been a refuge for people escaping persecution, war and famine. • What has 'pulled' migrants to come to Britain? • A range of examples that show how Britain has provided different opportunities for migrants which 'pulled' them to move here.

	<ul style="list-style-type: none"> • Anglo- Saxon Kings • Was life better in Anglo Saxon Britain or Roman Britain? 	<p>Salvation Army.</p> <ul style="list-style-type: none"> • What was it like to be child during the Victorian times? • A day in the life of a Victorian child. Experience the education of a Victorian child. • Compare and contrast school life. • How did Lord Shaftesbury improve the lives of Victorian children? 	<ul style="list-style-type: none"> • Why did the Romans, Saxons and Vikings invade England? • Pupils can work together to produce a wall display timeline showing the different waves of migration / migration groups that have come to Britain over the last 1000 years.
<p>Year 6</p>	<ul style="list-style-type: none"> • A place in time – Chronology and vocabulary. • Discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. • Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. • Understand how the Maya number system works. • Identify and use a range of evidence sources to help me understand more about the Maya civilisation. • Explain what the Mayan writing system consists of, how words are constructed and what codices are. • Describe a range of foods that were eaten by the ancient Maya people and explain why certain 	<ul style="list-style-type: none"> • A place in time – Chronology and vocabulary. • Look at ancient and modern day map of Greece comparing names of cities. • Timeline of Ancient Greece (with images/pictures) and discuss BC/AD. • Lifestyle- - Clothes - Food & drink - Buildings (temples/theatres) - Role of men, women and children - Food tasting • Comparing ancient and modern-day Olympics. • How can we find out about the civilisation of the Ancient Greeks? • Can we thank the Ancient Greece for anything in our lives today? • God’s and Goddess 	<ul style="list-style-type: none"> • A place in time – chronology and vocabulary. • Why World War II began and order events from early World War II on a timeline including propaganda. • What was life like for an evacuee? • Women’s wartime jobs describe what they entailed. • Describe how people’s diets were different during World War II and answer questions about the implementation of rationing. • The Holocaust- describe some events that happened.

	foods were particularly significant. <ul style="list-style-type: none">• Why were The Mayans considered to be so intelligent?		
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