

## Highfield History Curriculum Progression

Statement of intent – We want our children to be able to identify pivotal moments and individuals from the past. By exploring a range of sources, children will deepen their understanding of life and events in specific periods in history. Children will be able to comment on the impact of events and individuals on the world and human experiences, making insightful comparisons. As part of our broader vision, through history, children will appreciate how individuals can “make a difference” in the world. We believe children need to understand the sequence of events and eras and how different events relate to each other. We believe children need to develop their understanding that knowledge comes from evidence, some of which is more reliable than others. We believe children need to know that history is about change over time in a way that is based on relatable experience for children i.e. their own homes.

### Assessment focus for history

*Disciplinary concepts to be developed are*  
cause, consequence, change and continuity,  
similarity and difference, historical  
significance, sources and evidence and  
historical interpretations.

Our core assessment components are  
Chronology and Sources.

### Cultural Capital

During their time at Highfield, children will learn about areas of significant historical interest within both our local area and further afield. Some of this learning will take place through trips to local historical sites, where they will be able to see buildings and artefacts first hand. Children will begin to piece together a timeline of Britain's history including significant individuals and events who have helped shape our society today.

## Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school through the subject progression ladders. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Outside Australasia classroom is a large timeline which reflects time periods taught across the school. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). By the end of year 6, children will have a chronological understanding of British and world history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping document. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. For example, walking the Southampton walls, visiting Buster farm, Tudor house, Beaulieu motor museum. Visits to the local area and use of local artefacts, such as the use of maps and photographs of bomb damage to the local area in WWII, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

## Impact

Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of the past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. As children progress throughout the school, they develop a deep historical understanding. SEN pupils are carefully considered and adaptations are made to ensure that they are included and well supported. Data is collected at the end of the school year and recorded on SIMS so teachers can see year on year which pupils are exceeding, met or working below national expectation.

Aims	Key Element	Key Skills	Year R	Year 1/ Year 2	Year 3/ Year 4	Year 5/ Year 6	Word accumulation e/o Y6	Skills accumulation E/O Y6
<p>A) 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</p> <p>F) 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.</p>	<b>Chronological understanding</b>	<p>Using terminology</p> <p>Ordering and sequencing</p>	<p>Language time past present future in relation to own experiences (half term and weekends)</p> <p><b>Vocabulary:</b> Time, past, present, future, weekends, today, tomorrow, yesterday. Now, Next, Before and After. Weekend, Weekday.</p>	<p>Sequence events in their life</p> <p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Sequence events in lives of people they study( place on timeline)</p> <p><b>Vocabulary:</b> Artefacts, sequence, events, memories, past, timeline, period of time, change, living memory, remember, commemorate, old, year</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> <p>Sequence several events or artefacts - who/why/when.</p> <p><b>Vocabulary:</b> BC/ AD, empire, democracy, civilisation, chronological, chronology, Ancient, Modern, Century, Decade, Millenium. Anno Domini, Before Christ. Period</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms, and period labels</p> <p>Establish chronological narratives across periods of study (talk the time story of period of study)</p> <p>Sequence up to 10 events on a time line</p> <p><b>Vocabulary:</b> Period labels, chronological narrative, ancient civilisation,</p>	<p>Artefacts, sequence, events, memories, past, timeline, period of time, change, living memory, remember, commemorate, old, year, BC/ AD, empire, democracy, civilisation, chronological, chronology, Ancient, Modern, Century, Decade, Millennium. Anno Domini, Before Christ. Period, Period labels, chronological narrative, ancient civilisation,</p>	<p>Use a timeline identify time periods</p> <p>Construct a chronological narrative either written, orally or through another medium.</p>
<p>A) 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</p> <p>B) 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</p> <p>D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own</p>	<b>Knowledge and understanding of events, people and changes in the past</b>	<p>Identifying</p> <p>Describing</p> <p>Explaining</p> <p>Making links</p> <p>Comparisons</p>	<p>To talk about similarities and differences between themselves and others.</p> <p><b>Vocabulary</b> Same Difference</p>	<p>Recognise the difference between past and present in their own and others’ lives</p> <p>They know and recount episodes from stories about the past</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p><b>Vocabulary:</b> Difference, past, present, recount, stories, events, ways of life, compare, similarity.</p>	<p>Find out about everyday lives of people in time studied, identifying key features</p> <p>Compare with our life today</p> <p>Reconstruct life in time studied using evidence and own knowledge to support and illustrate their explanation</p> <p>Give an explanation for an event.</p> <p>Explain reasons for, and results of, the main event and/or changes.</p> <p><b>Vocabulary:</b> Evidence, result, people’s</p>	<p>Examine causes and results of great events and the impact on people</p> <p>Make thematic links between distinct time periods.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence and own knowledge to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied to support story of the period. Use evidence to support an explanation of an event or person</p>	<p>Evidence, Difference, past, present, recount, stories, events, ways of life, compare. Similarity Illustrate, examine, cause, effect, result, impact, early and late times, continuity and change, Result, people’s actions, perspective, contrast, connections.</p>	<p>Cause and effect - use selected evidence to support an argument</p> <p>Offer an explanation in written form</p> <p>Make thematic links between time periods.</p>

structured accounts, including written narratives and analyses					actions, perspective, contrast, connections.	<b>Vocabulary:</b> Illustrate, examine, cause, effect, result, impact, early and late times, continuity and change.		
<p>D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>E) 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</p>	<b>Historical interpretations and enquiry</b>	Identifying  Interpreting  Explaining events	Identify what sources (i.e pictures) can tell you about something (i.e a school)  Know that sources tell you things  <b>Vocabulary:</b> Change  <b>Historical Enquiry Questions:</b> <ul style="list-style-type: none"><li>What is the same?</li><li>What is different?</li></ul>	Compare 2 versions of a past event  Compare pictures or photographs of people or events in the past  Find answers to simple questions about the past from sources of information e.g. artefacts, Distinguish between fact and opinion  Ask questions about artefacts and sources they have seen "what might it tell me?"  Choose parts of sources and stories to show what you know.  <b>Vocabulary:</b> Fact, opinion, Source, Artefact Result  <b>Historical Enquiry Questions:</b> <ul style="list-style-type: none"><li>Did People really...?</li><li>How do we know?</li><li>What similarities and differences are there?</li></ul> Why did...happen? What happened as a result of?	Distinguish between different sources – compare different versions of the same story or person  Look at representations of the period or person from different perspectives. <i>For example, Boudicca or Queen Elizabeth I</i>  Look at the evidence available  Begin to evaluate the usefulness of different sources  Use a range of sources to find out about a period and build up a picture of a past event  Choose relevant material to present a picture of one aspect of life in time past  Observe small details within artefacts, pictures  <b>Vocabulary:</b> evaluate, sources, cause, consequences, impact, culture, politics, resistance, and parliament. fact, fiction, opinion, Perspective,  <b>Historical Enquiry Questions:</b> <ul style="list-style-type: none"><li>What do different sources tell us?</li></ul>	Compare accounts of events from different sources  Offer some reasons for different versions of events  Link sources and work out how conclusions were arrived at  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion  Be aware that different evidence will lead to different conclusions  Ask effective questions to establish the usefulness of a source  Bring knowledge gathered from several sources together using them critically in support of a conclusion.  <b>Vocabulary:</b> Accounts of events, accuracy, usefulness, reliability historical perspective. Conclusion, analyse  <b>Historical Enquiry Questions:</b> <ul style="list-style-type: none"><li>Why is it difficult to find out about...?</li><li>Why do historians disagree about...?</li></ul>	<b>Accounts of events, accuracy, usefulness, reliability historical perspective. Conclusion, analyse evaluate, sources, consequences, impact, culture, politics, resistance, and parliament, fact, fiction, opinion, Perspective Fact, opinion, Source, Artefact Result Change</b>  <a href="#">Thinkinghistory.co.uk for alternative enquiry questions...</a>	Compare 2 versions of a past event  Find answers to simple questions about the past from sources of information  Distinguish between fact and opinion Ask questions about artefacts and sources  Choose parts of sources and stories to show what you know.  Distinguish between different sources – compare different versions of the same story  Begin to evaluate the usefulness of different sources  Source/evidence selection  Ask effective questions to establish the usefulness of a source

					<p>Why are sources different?</p> <ul style="list-style-type: none"><li>• How was ... affected by?</li><li>• What caused...?</li><li>• What was the consequence of...?</li><li>• Does... deserve the title of....?</li></ul>	<ul style="list-style-type: none"><li>• Why are there different interpretations of....?</li><li>• Why are some sources more useful than others?</li><li>• What reasons are there for...?</li><li>• Who/what made the biggest difference to the people of Britain?</li><li>• if... hadn't/had happened would what difference would it have made to ...</li></ul>		
<p>C) Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p> <p>F) 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.</p>	<b>Organisation and Communication</b>	<p>Using terminology Selecting</p> <p>Organising Communicating/ deploying</p>	<p>Embed these words Old, new, change,</p>	<p>Communicate their knowledge through: Discussion....Drawing pictures...Drama/role play.. Making models.....Writing..</p> <p>Recall, select and organise historical information Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Embed knowledge of these key words across the key stage: Democracy, civilisation, rule of law, trade, artefact, archaeology, cause and effect. current, source, timeline, artefact Adverbial phrases e.g. last week, a long time ago, during the reign of..., towards the end of...., pre....., in (date), Throughout the ..... period.</p>				