

Coteford Junior School Progression in History

Essential characteristics of historians:

- **Curiosity** - we enable the natural curiosity of pupils to find out about places and people from the past and explore our local places to find out what changes have occurred.
- **Fascination**: we provide the opportunity to understand the interaction between people's lives, the process of change, the diversity of societies and relationships between different groups. This opportunity encourages the children's fascination for history.
- **Knowledge**: children will understand chronological narrative, from the Saxons and Normans of early Ruislip to the spread of the Roman Empire up to the events of the Second World War.
- **Communication**: pupils will become competent in collecting and analysing a range of sources, communicating historical information in a variety of ways to make connections, draw contrasts, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- **Application**: pupils will 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.
- **Understanding**: pupils will understand the methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed.
- **Interpretation**: pupils will develop a historical perspective by understanding the connections between local, regional, national and international history and between short- and long-term timescales.
- **Passion**: a high-quality history education should inspire in pupils ask perceptive questions, think critically, weigh up evidence, sift arguments and develop a perspective and judgement about the world and its people.

Range of Coverage	Year 3	Year 4	Year 5	Year 6
	Romans Local history and geography study	Tudors	Victorians	Second World War

Intent

This progression map for history aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: investigating and interpreting the past; knowledge and understanding of events, people and changes from the past; chronological understanding and communicating historically. The intent in lower KS2 is that children can work in chronological order from the legacy of the Romans, local history in our area and the Tudors. Then in upper KS2, the legacy of the Victorians will be studied and the impact of the Second World War with another local study included (The Bunker in Uxbridge). Pupils, when leaving Y6, will have an overview of the history of our local area; an area of study from Roman times, and the impact on Britain. In addition, they will understand three hugely significant eras which impacted Britain and the rest of the world – the Tudors, the Victorians and the impact of the Second World War. By undertaking this journey of learning about these historical periods, we intend for our children to develop a sense of curiosity about and passion for history. We expect that they will be able to interpret and then communicate historical information effectively, and will have a fascination for the subject which will last them a lifetime.

Implementation

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. By delivering four key essential learning objectives (investigating and interpreting the past; knowledge and understanding of events, people and changes from the past; chronological understanding and communicating historically) the pupils are more and more familiar with what is expected as their skills are progressive. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge and therefore use it to communicating historically. Characteristics of a good historians include a passion for the subject so teachers will, through these lessons, inspire pupils to develop a love of history and see how it has shaped the world they live in. Local study; fieldwork and external visits to: Manor Farm; Hampton Court; a Victorian school and the WW2 Bunker will be integral to learning in history to enrich the subject.

Impact

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across the school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and

in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning. More creative assessment including time capsules, museum boxes and audio files will add to evidence as well as home-learning. Pupil voice interviews will allow us to assess whether the pupils have gained the essential characteristics of historians and whether they have a fascination and passion for the subject. They will use their knowledge organisers to share their knowledge.

SKILLS	Pre-KS2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern,</p>	<p>Establish a clear narrative of the periods of history studied.</p> <p>Sequence events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era).</p>	<p>Establish a detailed narrative of the periods of history studied.</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates and correct intervals whilst using correct terms related to the unit being studied and passing of time.</p> <p>Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) and use those references correctly.</p>	<p>Develop a chronologically secure knowledge and understanding of British history establishing clear narratives within and across the periods they study.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately with a clear sense of the timeframe of the period.</p> <p>Accurately use dates to describe historical events.</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Order an increasing number of significant events, movements and dates on a concurrent timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p>

	before, after to show the passing of time.				<p>Understand and describe in some detail the main changes to an aspect in a period in history.</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g., contrasting events in Second World War.</p>
To investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Make deductions about the past from a source.</p> <p>Use more than one source of evidence at once.</p> <p>Understand the difference between different types of sources.</p> <p>Suggest causes and consequences of some of the main events in the period studied.</p>	<p>Make deductions and justify with evidence.</p> <p>Be able to identify explicit and implicit evidence from a source.</p> <p>Suggest suitable sources of evidence for an enquiry.</p> <p>Give reasons for and results of events and changes.</p>	<p>Describe differing accounts of an historical event, explaining some of the reasons why the accounts might differ.</p> <p>Suggest causes and consequences of some of the main changes events and changes in history.</p> <p>Show understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>Suggest and refine lines of enquiry as appropriate.</p>	<p>Understand that events, people, and changes can be interpreted in different ways and discuss reasons for this (understanding bias).</p> <p>Independently select relevant source material for enquiry and justify choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must</p>

	Identify some of the different ways the past has been represented.	Begin to undertake own research.	Begin to undertake own research more independently.		understand the social context of evidence studied. Suggest and refine lines of enquiry as appropriate based on findings.
Knowledge and understanding of events; people and changes from the past	<p>Identify some similarities and differences between the past and the present.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Name significant individuals from the past.</p>	<p>Recognise and describe some similarities and differences between the past and the present.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Know and recall episodes from stories and significant events in history.</p> <p>Understand why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Find out about the everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts between aspects of</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Study causes and results of great events and the impact these had on people.</p> <p>Study the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Identify and know connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past in more detail.</p> <p>Explain causes and results of great events and the impact these had on people.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>

			history, people, events and artefacts studied.		
To communicate historically	<p>Use words and phrases such as: a long time ago, recently, when my parents were children, decades, centuries to describe the passing of time.</p> <p>Show an understanding of the concept of a nation and a nation's history.</p> <p>Show an understanding of concepts such war, peace, democracy in their simplest terms.</p>	<p>Use appropriate historical vocabulary to communicate, including dates, time, era, change, chronology, primary, secondary and source.</p> <p>Have a good understanding of topic-related vocabulary.</p> <p>Present, communicate and organize ideas about the past using models, drama role-plays and different genres of writing including letters, recounts, poems, adverts, diaries, posters, and guides.</p>	<p>Use appropriate historical vocabulary to communicate, including dates, time, era, change, chronology, deduce, justify, continuity, explicit and implicit evidence from primary and secondary sources.</p> <p>Have a good understanding of topic-related vocabulary and use this vocabulary in oral and written work.</p> <p>Start to present own ideas based on their own research about a studied period.</p> <p>Present, communicate and organize ideas about the past using models, drama role plays and different genres of writing including letters, recounts, poems, adverts, diaries.</p>	<p>Use appropriate historical vocabulary to communicate, including dates, time period, century, decade, legacy, era, change, chronology, deduce, infer, justify, continuity and hypothesis.</p> <p>Showing an increasing depth of factual knowledge and understanding, and use this to describe the period studied.</p> <p>Make links between past societies and periods and describe similarities and differences and continuity and change.</p> <p>Present ideas based on their own research about a studied period using models, drama role plays and different genres of writing including letters, recounts, poems, adverts, diaries, posters,</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, century, decade, legacy, era, change, chronology, deduce, infer, justify, continuity, bias and reliability and hypothesis.</p> <p>Make links between features within and across periods from prior knowledge.</p> <p>Use original ways to present historical information and ideas.</p> <p>Plan and present a self-directed project or research about the studied period taking a line of enquiry as a starting point.</p>

			posters, and guides using topic-related vocabulary.	and guides with increasing independence.	
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