

Heelands School

History Progression Map

Intent

At Heelands School we use the PlanIt History scheme of work to ensure that we progressively cover the skills and concepts required in the National Curriculum. PlanIt 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. The key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

The coverage of history topics in KS1 such as 'Toys' and 'Life in the 1960s' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories.

Implementation

In order for children to know more and remember more in each area of history studied, lessons are sequenced and structured whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This allows for this revision to become part of good practice and ultimately help to build a depth to children's historical understanding. Through revisiting and consolidating skills, we aim to help children build on prior knowledge alongside introducing new skills and challenge. Revision and introduction of key vocabulary is built into each lesson. Vocabulary is included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Through History lessons, we hope to inspire pupils to develop a love of history and see how it has shaped the world they live in.

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 enjoyed by pupils across school, therefore encouraging them to want to continue building up a 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 to target next steps in learning.

| History in EYFS | | | |
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| Reception | Understanding the World | | <ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past. |
| ELG | Understanding the World | Past and Present | <ul style="list-style-type: none">• Talk about the lives of 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. |

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

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

| | KS1 | The Year 1 Historian | The Year 2 Historian |
|----------------------------|--|---|--|
| Historical Interpretations | <p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past. | <p>Knows that some stories really happened and some did not.</p> <p>Can look at a picture from the past and say how life was different.</p> <p>Is beginning to know that they can find out about the past in different ways.</p> | <p>Can talk about how events might look different to different people.</p> <p>Can recognize whether stories actually happened or not.</p> <p>Knows how to find out about the past in different ways and where to look.</p> |
| Historical Investigations | <p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. | <p>Can identify objects from the past in pictures.</p> <p>Can think of questions to ask about evidence from the past.</p> <p>Can answer questions about an artefact or a picture.</p> <p>Can draw simple conclusions from artefacts and pictures.</p> | <p>Can give reasons for their ideas about artefacts.</p> <p>Can talk about how I got to my conclusions.</p> <p>Can say which kinds of evidence would help me to find out about the past.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p> | <p>KS1 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. | <p>Can say which of two objects is older.</p> <p>Can compare two pictures and say which one is older.</p> <p>Can talk about things that have happened in my life.</p> <p>Can use simple vocabulary related to time.</p> | <p>Can put three objects in chronological order.</p> <p>Can put dates in the right order on a simple timeline.</p> <p>Can use the words past and present in the right context.</p> <p>Can use more subject specific vocabulary e.g the Victorians, the Tudors</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge & Understanding of Events, People and Changes in the Past</p> | <p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. | <p>Can say how life was different in the past.</p> <p>Can tell stories from the past.</p> <p>Can talk about an important person from the past</p> | <p>Can talk about how life was the same as well as different in the past.</p> <p>Can talk about important events in the past, eg how the Great Fire of London started and can say why we remember them today.</p> <p>Can talk about why a person from the past acted the way they did.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presenting, Organising & Communicating</p> | <p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past. | <p>Can use words and phrases like old, new, long ago, when I was a baby.</p> <p>Can use these words in their writing and when talking about the past.</p> | <p>Can use words like, century, queen, king, parliament, Victorians, Tudors.</p> <p>Can use this kind of vocabulary in my writing and storytelling.</p> |

This PlanIt Deep Dive into History: Whole-School Progression Map has been written to support practitioners who have chosen to adopt the PlanIt scheme in part or in full. The curriculum progression map comprehensively shows the progression of historical skills and concepts from yr1 to yr 6.