

HISTORY PROGRESSION DOCUMENT

Intent:

At Ayresome, we aim to empower the children with a thorough understanding of Britain's past as well as the wider world. Topics taught are informed by the national curriculum. They are sensitive to the context of the local area and make full use of resources within the immediate and wider local area enabling the children to develop a deep understanding of the history of their locality. This includes a study of the most significant people who have originated from Middlesbrough and the local area including Captain Cook, Nicholas Patrick, Dorman and Long and Bolckow and Vaughan.

We ensure children of all abilities have opportunities to analyse various sources of evidence, ask perceptive questions, think critically, discuss chronology of events and begin to understand the complexity of people's lives and the process of change.

We teach historical vocabulary and contrast and compare different civilisations and time periods.

Implementation:

Our history curriculum is bespoke to our context utilising nationally recognised resources, including Oak Academy and the History Association, of which we are a member. We engage children in a variety of ways, enhancing our curriculum offer with visitors in to school and educational visits within the region, starting with those experiences closest to us as we acknowledge the lack of emersion our children will have had. Skills in history have a clear progression year on year and these are embedded in sessions where we balance acquisition of knowledge and development of skills.

To enrich learning, we engage with museums to bring artefacts in to school as well as collaborating with Teesside Archives and utilising our own historical records.

Through a series of child friendly statements, teachers assess historical skills and knowledge – this triangulated with book looks, learning walks and pupil voice ensures our curriculum is ambitious, relevant and meets the needs of all children.

Impact:

Children leave our EYFS setting with a basic understanding of their recent past and some events beyond living memory designed to develop both vocabulary and historical concepts for transition in to the National Curriculum. By the end of KS1, children extend their learning of the past and demonstrate this in a range of ways, including the use of timelines and accurate use of historical vocabulary when writing about the past. Through KS2 pupils will develop an understanding of important events and influential people throughout history. They will understand the history of Great Britain and their local community. Through discussion, research and debate, they will develop a chronological understanding of various periods. This will help them develop an understanding of the development of time and the complexity of specific aspects of life. Children will be able to pose and research their own questions, presenting their findings to an audience as they ready themselves for the demands of the KS3 curriculum.



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Cultural capital in History at Ayresome Primary School:

By learning about our past, we not only visit key sites in our locality but we engage with Teesside Archives to bring our school history to life and we invite the community in to our school to share their experiences with us –we have former pupils come to speak about what our school was like when they attended here, some of whom were evacuated from Ayresome during the war.





History	
EYFS:	<p>Look at their immediate past.</p> <p>Look at stories and people from the past and compare their lives to ours.</p> <p>Castle, knights, fairy tales, Kings and Queens (their lives and their roles) compare houses and homes.</p> <p>Compare holidays in the past to holidays now- compare dress, places to visit, where they stayed etc.</p>

	Chronology:	Knowledge and Understanding of Events, People and Changes in the Past	Interpretations of history:	Historical enquiry:	Organisation and communication:
Year 1:	<p>describe memories and changes and key events that have happened in their own lives;</p> <p>Sorting pictures from oldest to newest (timeline)</p>	<p>recognise some similarities and differences between the past and the present;</p> <p>understand that there are reasons why people in the past acted as they did;</p>	<p>begin to identify different ways to find out about the past (e.g. photos, artefacts, stories, adults talking about the past, BBC website)</p>	<p>Autumn: Be curious about people and show interest in stories</p> <p>Spring: Ask how or why questions in response to stories or events.</p> <p>Summer Explain own knowledge and understanding and ask appropriate questions.</p>	<p>talk, write simple sentences and draw about things from the past;</p> <p>use drama/role play to communicate their knowledge about the past.</p>
Year 2:	<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>identify similarities and differences between ways of life in different periods;</p> <p>know and recount episodes from stories and significant events in history;</p> <p>describe significant individuals from the past.</p>	<p>start to compare two versions of a past event;</p> <p>start to use stories or accounts to distinguish between fact and fiction</p> <p>know that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>Autumn: Understand some ways that we find out about the past.</p> <p>Spring: Ask and answer questions that relate to continuity and change, cause and consequence, similarity and difference and significance.</p> <p>Summer: Choose and use parts of stories and other sources to show understanding of continuity and change, cause and consequence, similarity and difference and significance.</p>	<p>Produce timelines using pictures or in 3d using artefacts.</p> <p>Write about the past using historical vocabulary.</p>



<p>Year 3:</p>	<p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today;</p>	<p>look at more than two versions of the same event or story in history and identify differences</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>present, communicate and organise ideas about the past using models, drama, role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>
<p>Historical Enquiry</p>	<p>Source Use sources to ask and answer questions – primary and secondary sources. A primary source where possible and one secondary source (or two secondary sources).</p> <p>Questions Answer and begin to devise historically valid questions that relate to governance throughout time.</p> <p>Examples Who – Who made it? Who will have used it? What – What does it tell us about people in the past? What does the object tell us about its owner / what people believed / what their homes were like? What will the object have seen? Where – Where might someone have used this object? Was – Was this object important to someone? How – How will it have been used? Why – Why might someone need an object like this?</p> <p>Judging Begin to understand some sources are more reliable than others – explain in simple terms. Know the difference between primary and secondary sources. Understand that a ruin (eg a fort) can be drawn in a text book to show how it <u>might</u> have been – spot the difference.</p>				

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4:</p>	<p>sequence several 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>explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>start to present ideas based on their own research about a studied period. display findings in a variety of ways work independently and in groups to present information</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry:</p>	<p>Source Use sources to ask and answer questions – secondary sources (academic books and online reports etc.) A primary source where possible and three secondary sources.</p> <p>Questions Devise and answer, with increasing confidence, historically valid questions to develop interest and curiosity and stimulate purposeful discussion.</p> <p>Examples Who – Who made it? Who will have used it? What – What does it tell us about people in the past? What does the object tell us about its owner / what people believed / what their homes were like? What will the object have seen? Where – Where might someone have used this object? Was – Was this object important to someone? How – How will it have been used? Why – Why might someone need an object like this?</p> <p>Judging Understand that secondary sources are not 100% reliable. Understanding that replicas made may not be 100% accurate. Some secondary sources are made from what people believed things to be like based on research – cannot guarantee it is exact to original.</p>				



<p>Year 5:</p>	<p>place current study on time line in relation to other studies</p> <p>accurately use dates and terms to describe historical events.</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>compare accounts of events from different sources and offer some reasons for different versions of events</p> <p>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>recognise primary and secondary sources</p> <p>present, communicate and organise ideas about from the past using genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p>
<p>Historical Enquiry:</p>	<p>Source Use sources to ask and answer questions – primary and secondary sources (images of prisons past and present, academic books based on crime and punishment, government documents on crime and punishment) A range of primary and secondary sources.</p> <p>Questions Confidently devise and answer historically valid questions, constructing informed responses by selecting and organising relevant historical information.</p> <p><i>Examples</i></p> <p>Who – Who made it? Who will have used it?</p> <p>What – What does it tell us about people in the past? What does the object tell us about its owner / what people believed / what their homes were like? What will the object have seen?</p> <p>Where – Where might someone have used this object?</p> <p>Was – Was this object important to someone?</p> <p>How – How will it have been used?</p> <p>Why – Why might someone need an object like this?</p> <p>Are – Are all sources reliable?</p> <p>Judging Begin to make judgments based on findings / interpretation of sources. Start to explain why they might not be reliable. Understanding that diary entries can be bias. Understanding that a painting is not as accurate as a photograph.</p> <ul style="list-style-type: none"> If a person has said something (a quote or speech) who said it and why did they say it, how reliable are they as a source. 				



<p>Year 6:</p>	<p>Order an increasing number of significant events and dates on a timeline using dates accurately; understand and describe in some detail the main changes to an aspect in a period in history</p>	<p>examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>consider ways of checking the accuracy of interpretations – fact or fiction and opinion show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>use a range of sources to find out about an aspect of time past. bring knowledge gathering from several sources together in a fluent account plan and present a project or research about the studied period.</p>
<p>Historical enquiry:</p>	<p>Source Use sources to ask and answer questions – primary sources and secondary sources. Select a range of sources that are fit for purpose – deciding between them and justifying.</p> <p>Questions Confidently devise and answer historically valid questions. Understand how different types of sources are used rigorously to make historical claims (e.g to decide between reliable and unreliable sources – see below)</p> <p>Examples</p> <p>Who – Who made it? Who will have used it?</p> <p>What – What does it tell us about people in the past? What does the object tell us about its owner / what people believed / what their homes were like? What will the object have seen?</p> <p>Where – Where might someone have used this object?</p> <p>Was – Was this object important to someone?</p> <p>How – How will it have been used?</p> <p>Why – Why might someone need an object like this?</p> <p>Judging Pupils making their own judgment on how reliable they believe a source is. Selecting an appropriate source. Understand which sources are more reliable than others and be able to explain why (diamond 9). If a person has said something (a quote or speech) who said it and why did they say it, how reliable are they as a source.</p>				

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KS3 History:

Key stage 3 Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

GCSE History:

GCSE specifications in history should support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live, and provide them with the basis for further wider learning and study.

GCSE specifications in history should enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions



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Careers utilising historical skills:

- Academic researcher.
- Archivist.
- Heritage manager.
- Historic buildings inspector/conservation officer.
- Museum education officer.
- Museum/gallery curator.
- Museum/gallery exhibitions officer.
- Secondary school teacher.

