



Skills & Knowledge progression: History

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Purpose of study A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>Aims The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - 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 - 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 - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' - 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 - 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 - 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>We want our children to have a deep understanding of history by the time they leave our school. They need to be able to put historical events into context and order. They need to understand how and why events in the past have shaped the modern world and our place within it. And they need to have had first hand experiences of 'meeting' significant places, objects and artefacts so that history can come to life for them. In order to do all of that, our children need access to a rich, carefully structured history curriculum.</p> <p>In Years 1 and 2 we explore a variety of major historical events such as The Great Fire of London and The Industrial Revolution that have had profound impacts on modern life. To support children in beginning to recognise why an understanding of history is so important children learn about people who have lived significant lives. Stapleford is a small rural, Church of England school in Hertfordshire. It was therefore considered important to develop a culturally rich curriculum that included significant lives from black history e.g. Rosa Parks, Martin Luther King. Equality was considered whilst designing our curriculum and the significant lives of strong women were included e.g. Grace Darling, Florence Nightingale. Our School is surrounded on three sides by farmland. The impact on our area of the "Industrial Revolution" was chosen as our local study and Jethro Tull was chosen as a significant life to study because of his role in the agricultural revolution and Stapleford's rural locality.</p> <p>Moving through Key Stage 2, the focus moves to building-up a picture of the early history of the British Isles, from the Stone Age, Bronze Age and Iron Ages to Roman rule, Anglo-Saxon settlement and Viking invasions. Alongside this, children also learn about events and changes in the world beyond our shores (including the Ancient Egyptians and the Ancient Greeks) and a key turning point in more modern history (the Battle of Britain). The history of Hatfield House was chosen as the local historical study because of its' proximity to Stapleford (10 miles away) and the link with The Tudors topic. Creating a culturally rich curriculum was an influencing factor when The Kingdom of Benin was selected as one of our topics to be taught in Key Stage 2. The children learn about specific parts of the Second World War due to the huge impact it had on the world.</p> <p>Throughout this journey, we are constantly developing a sense of historical order and 'scale' as well as equipping our children with the skills of questioning, enquiry, evaluation and interpretation needed to be a good historian.</p>

Milestones:

At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students will become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Communication and language</p> <ul style="list-style-type: none"> - Express themselves effectively, showing awareness of listeners' needs. - Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. <p>Understanding the World</p> <ul style="list-style-type: none"> - Remember and talk about significant events in their own experience. - Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> - Art - exploring art from the period of history being studied / famous artists from this time and using this to inspire own work - RE - the history of major religions, the link between their spread / change and global events (eg. the spread of Christianity in the Roman Empire), religious beliefs of ancient peoples (eg. Egyptians & Mayans). - DT - constructing models and replicas of buildings, vehicles or armour from the past. - Science - the lives and impact of famous scientists. - English - reading for research, particularly original documents & writing to present and share findings. - Understanding the history of countries will almost always link to their human and physical geography - eg. rivers topic links to learning about Ancient Egypt when considering the importance of the Nile 	<ul style="list-style-type: none"> - Visit significant national museums (eg. British Museum, Imperial War Museum, RAF Hendon). - Meets and talk to people who have lived through important moments in history (eg. WW2 evacuees) - Explore local museums to develop a stronger link to topics being studied ('we found this just a mile from where you live' ; 'this is what life was like in our town 100 years ago') - Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them. - Experience what life was like in the more distant past through trips, themed days and (where possible) residential visits - Meet professional historians and talk to them about how they piece together clues to form a more complete picture of the past.



Skills Progression: History – Years 1 & 2

Year groups	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
Years 1 & 2 Milestone 1	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.



Skills Progression: History – Years 3 & 4

Year groups	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<p>Years 3 & 4</p> <p>Milestone 2</p>	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.



Skills Progression: History – Years 5 & 6

Year groups	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
Years 5 & 6 Milestone 3	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

History: Curriculum covered at Stapleford Primary School



KS1 (Class 3 – Years 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History (see Chris Quigley: History Curriculum Companion for topic details)	Event beyond living memory: i) The Great fire of London ii) The Plague	Event within living memory: i) First World War	Significant lives (Strong women): i) Grace Darling ii) Emily Davison iii) Florence Nightingale iv) Rosa Parks (Black history)	Event beyond living memory: i) The Battle of Hastings ii) The Gunpowder Plot	Event within living memory: i) The Moon Landings Significant lives: i) Neil Armstrong ii) JFK iii) Martin Luther King (Black History)	Significant local event: i) The Industrial Revolution ii) The Steam Engine Significant lives: i) Jethro Tull (Agricultural revolution)

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History (see Chris Quigley: History Curriculum Companion for topic details)	The Stone Age i) Tools and weapons ii) Hunter gatherers iii) Clues from the past	The Bronze Age i) Bronze Age around the world ii) Clues from the Past The Iron Age i) Tools and weapons ii) Forts and farming	The Romans i) Romans around the world ii) Roman Britain iii) Clues from the past	Anglo-Saxons i) Anglo-Saxon kingdom and conquest ii) Beliefs and burials	The Vikings i) Sailors and raiders ii) Kingdoms and conquests	Ancient Egypt i) Clues from the past ii) Pyramids and obelisks iii) Beliefs and burials



Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	Ancient Greeks i) Influence and impact ii) Myths and legends iii) Clues from the past	The Maya i)builders and growers ii) clues from the past	The Tudors i) Tudor monarchs ii) Tudor entertainment and exploration iii) A local history study – The history of Hatfield House	Second World War - Weapons - Battle of Britain - Impact of WWII	The Aztecs - Builders and makers - Farmers and fighters	The Victorians i) Innovation and industry ii) Exploration and empire