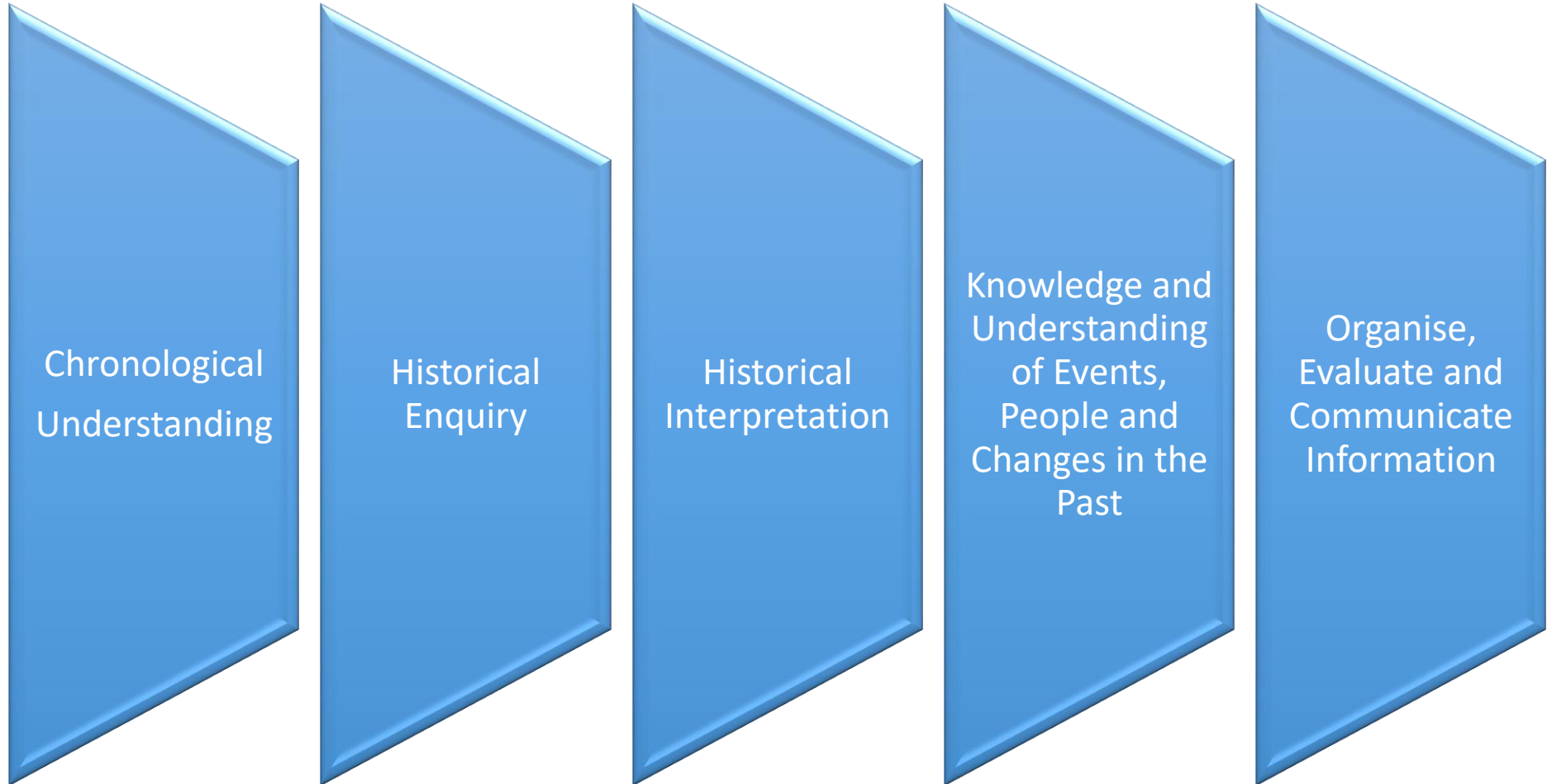


# Loughborough Primary School History Progression Document



## History at Loughborough Primary School

Intent	Implementation	Impact
What we do	How we do it	How we assess it
<p>History at Loughborough Primary School offers coherently planned sequences of lessons to ensure we have progressively covered the skills and concepts required in the National Curriculum. Our History syllabus 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: Historical Interpretations; Historical Enquiry; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past and Presenting, Organising and Communicating.</p> <p>The coverage of recent history in KS1 such as ‘Toys’ and ‘Exploration’ enables children to acquire an understanding of time, events and people in their memory and their parents’ and grandparents’ memories. For KS1, we have designed a curriculum that allows topics to be covered chronologically to allow a full opportunity for children to really grasp the difficult concept of the passing of time.</p> <p>The intent in KS2 is that children understand chronological order from ancient history such as ‘Ancient Egypt’ and then more modern history such as ‘WW2’. Our history curriculum allows for children to truly develop and embed a sense of time and how civilisations were interconnected.</p>	<p>Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British 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 Mayans. Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons with class reading books chosen to help enable further contextual learning. Our diverse local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum (see blue). Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge.</p> <p>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. This allows for this revision to become part of good practice and ultimately helps build a depth to children’s historical understanding. The revision and introduction of key vocabulary is built into each lesson.</p> <p>Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.</p>	<p>Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children’s acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips around the local area and to national museums provide further relevant and contextual learning. Impact can also be measured every lesson through key questioning skills built into lessons and child-led assessment such as success criteria aimed at targeting next steps in learning.</p> <p>At Loughborough, we want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future.</p>

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	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past..</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Put three objects in chronological order (recent history)</li> <li>• Use words and phrases like: old, new and a long time ago</li> <li>• Talk about things that happened when they were little</li> <li>• Recognise that a story that is read to them may have happened a long time ago</li> <li>• Know that some objects belonged to the past</li> <li>• Retell a familiar story set in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases like: before I was born, when I was younger</li> <li>• Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ in their historical learning</li> <li>• Use the words past and present correctly</li> <li>• Use a range of appropriate words and phrases to describe the past</li> <li>• Sequence a set of events in chronological order and give reasons for their order</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events and periods using the words: BC, AD and decade</li> <li>• Describe events from the past using dates when things happened</li> <li>• Describe events and periods using the words: ancient and century</li> <li>• Use a timeline within a specific time in history to set out the order things may have happened</li> <li>• Use mathematical knowledge to work out how long-ago events would have happened</li> </ul>	<ul style="list-style-type: none"> <li>• Plot recent history on a timeline using centuries</li> <li>• Place periods of history on a timeline showing periods of time</li> <li>• Use their mathematical skills to round up time differences into centuries and decades</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates and historical language in their work</li> <li>• Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived</li> <li>• Use mathematical skills to work exact time scales and differences as need be</li> </ul>	<ul style="list-style-type: none"> <li>• Say where a period of history fits on a timeline</li> <li>• Place a specific event on a timeline by decade</li> <li>• Place features of historical events and inspiring people from past societies and periods in a chronological framework</li> </ul>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p><b>Talk about the lives of the people around them and their roles in society.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects</li> <li>• Spot old and new things in a picture</li> <li>• Answer questions using an artefact/ photograph provided</li> <li>• Give a plausible explanation about what an object was used for in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Find out something about the past by talking to an older person</li> <li>• Answer questions by using a specific source, such as an information book</li> <li>• Research the life of a famous Briton from the past using different resources to help them</li> <li>• Research about a famous event that happens in Britain</li> <li>• Research the life of someone who used to live in their area using the Internet and other sources to find out about them</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> <li>• Use various sources of evidence to answer questions</li> <li>• Use various sources to piece together information about a period in history</li> <li>• Research a specific event from the past</li> <li>• Use 'information finding' skills in writing to help them write about historical figure.</li> <li>• Through research, identify similarities and differences between given periods in history</li> </ul>	<ul style="list-style-type: none"> <li>• Research two versions of an event and say how they differ</li> <li>• Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li> <li>• Give more than one reason to support a historical argument</li> <li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> </ul>	<ul style="list-style-type: none"> <li>• Test out a hypothesis in order to answer a question</li> <li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> </ul>	<ul style="list-style-type: none"> <li>• Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</li> <li>• Identify and explain their understanding of propaganda</li> <li>• Describe a key event from Britain's past using a range of evidence from different sources</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Interpretation</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> <li>• Appreciate that some famous people have helped our lives be better today</li> <li>• Recognise that we celebrate certain events, such as Bonfire Night, because of what happened many years ago</li> <li>• Understand that we have a queen who rules us and that Britain has had a king or queen for many years</li> <li>• Begin to identify the main differences between old and new objects</li> <li>• Identify objects from the past, such as vinyl record</li> </ul>	<ul style="list-style-type: none"> <li>• Recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later</li> <li>• Explain how their local area was different in the past</li> <li>• Recount some interesting facts from a historical event, such as where the fire of London started</li> <li>• Give examples of things that are different in their life from that of their grandparents when they were young</li> <li>• Explain why Britain has a special history by naming some famous events and some famous people</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to picture what life would have been like for the early settlers</li> <li>• Recognise that Britain has been invaded by several different groups over time</li> <li>• Realise that invaders in the past would have fought fiercely, using hand to hand combat</li> <li>• Suggest why certain events happened as they did in history</li> <li>• Suggest why certain famous people acted as they did in history</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how events and or inspiring people from the past has helped shape our lives</li> <li>• Appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences</li> <li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>• Recognise that the lives of wealthy people were very different from those of poor people</li> <li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events from the different period/s they are studying/have studied</li> <li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Appreciate that significant events in history have helped shape the country we have today</li> <li>• Have a good understanding as to how a theme has changed over the years</li> <li>• Describe historical events from a period they are studying and the effect on the locality</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>• Summarise how Britain has had a major influence on world history</li> <li>• Summarise what Britain may have learned from other countries and civilizations through time gone by and more recently</li> <li>• Describe features of historical events and inspiring people from past societies and periods they have studied</li> <li>• Recognise and describe differences and similarities/ changes and continuity between different periods of history</li> </ul>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Event, People and Changes in the Past</p>		<ul style="list-style-type: none"> <li>Recall facts about people/events within living memory</li> <li>Understand how a location has changed over time</li> <li>Describe how a significant person from the past has contributed to society</li> <li>Know and recount significant events in history</li> </ul>	<ul style="list-style-type: none"> <li>Use information given to describe events and people beyond living memory</li> <li>Compare and contrast the differences within a locality, over time</li> <li>Give reasons why a significant person in the past may have made decisions in order to bring about change</li> <li>Give examples of how their lives are different to the lives of others in the past</li> </ul>	<ul style="list-style-type: none"> <li>Use information given to describe key features of a time period</li> <li>Identify reasons for and results of people's actions in the past and how they had an impact</li> </ul>	<ul style="list-style-type: none"> <li>Research what life was like and the key features of a given time period</li> <li>Identify similarities and differences between social classes and the causes behind them</li> <li>Identify reasons for and results of people's actions in the past and the explain the impact on modern day life</li> </ul>	<ul style="list-style-type: none"> <li>Research and evaluate what life was like and the key features of a given time period including changes</li> <li>Identify similarities and differences between social classes and the causes behind them, within and between time periods</li> <li>Give own reasons why changes may have occurred, backed up by evidence</li> </ul>	<ul style="list-style-type: none"> <li>Research and formulate an opinion about what life would have been like and the key features of a given time period</li> <li>Analyse trends between different social classes and the causes behind them, within and between time periods</li> <li>Create a structured account of a past event, from multiple perspectives</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organise, Evaluate and Communicate Information</p>		<ul style="list-style-type: none"> <li>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking</li> </ul>	<ul style="list-style-type: none"> <li>Write simple stories and recounts about the past</li> <li>Draw labelled diagrams and write about them to tell others about people, objects and events from the past</li> </ul>	<ul style="list-style-type: none"> <li>Present findings about past using speaking, writing, ICT and drawing skills</li> <li>Uses dates and vocabulary related to topic accurately</li> <li>Suggest different ways of presenting information for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills</li> <li>Use dates and subject specific words such as monarch, settlement, invader accurately</li> </ul>	<ul style="list-style-type: none"> <li>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience</li> <li>Uses dates and terms correctly</li> </ul>	<ul style="list-style-type: none"> <li>Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram) including self-directed projects</li> <li>Recording reflects the skill being taught</li> <li>Make accurate use of specific dates and terms correctly</li> </ul>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication: Vocabulary</p>	<ul style="list-style-type: none"> <li>• old • new • past</li> <li>• ago • family</li> <li>tree • young •</li> <li>grow</li> </ul>	<ul style="list-style-type: none"> <li>• a long time ago •</li> <li>when I was little • past</li> <li>• since I was born •</li> <li>famous • celebrate •</li> <li>queen • king • years •</li> <li>difference • artefact</li> </ul>	<ul style="list-style-type: none"> <li>• before I was born •</li> <li>when I was younger •</li> <li>before/after •</li> <li>past/present • then/now</li> <li>• sequence •</li> <li>chronological order •</li> <li>earlier • later •</li> <li>parliament • source •</li> <li>research</li> </ul>	<ul style="list-style-type: none"> <li>• BC/AD • decade •</li> <li>ancient • century •</li> <li>timeline • period • Brits</li> <li>• settlers • settlement •</li> <li>invaders/invasion •</li> <li>conquer(ed) • evidence •</li> <li>similarities/differences •</li> <li>historian</li> </ul>	<ul style="list-style-type: none"> <li>• recent history • time</li> <li>difference • shape our</li> <li>lives • religious differences</li> <li>• wealthy • poor</li> </ul>	<ul style="list-style-type: none"> <li>• comparison • invention</li> <li>• influence • society •</li> <li>combat</li> </ul>	<ul style="list-style-type: none"> <li>• summarise • major</li> <li>influence • world history •</li> <li>civilization • changes/</li> <li>continuity • persuade •</li> <li>viewpoint • propaganda</li> </ul>
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Statutory National Curriculum Compliance as a minimum expectation.