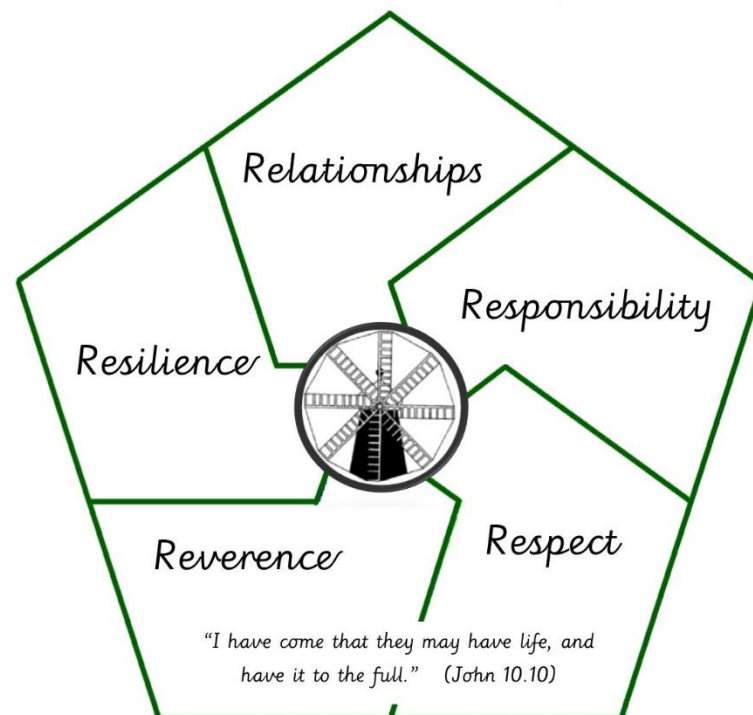
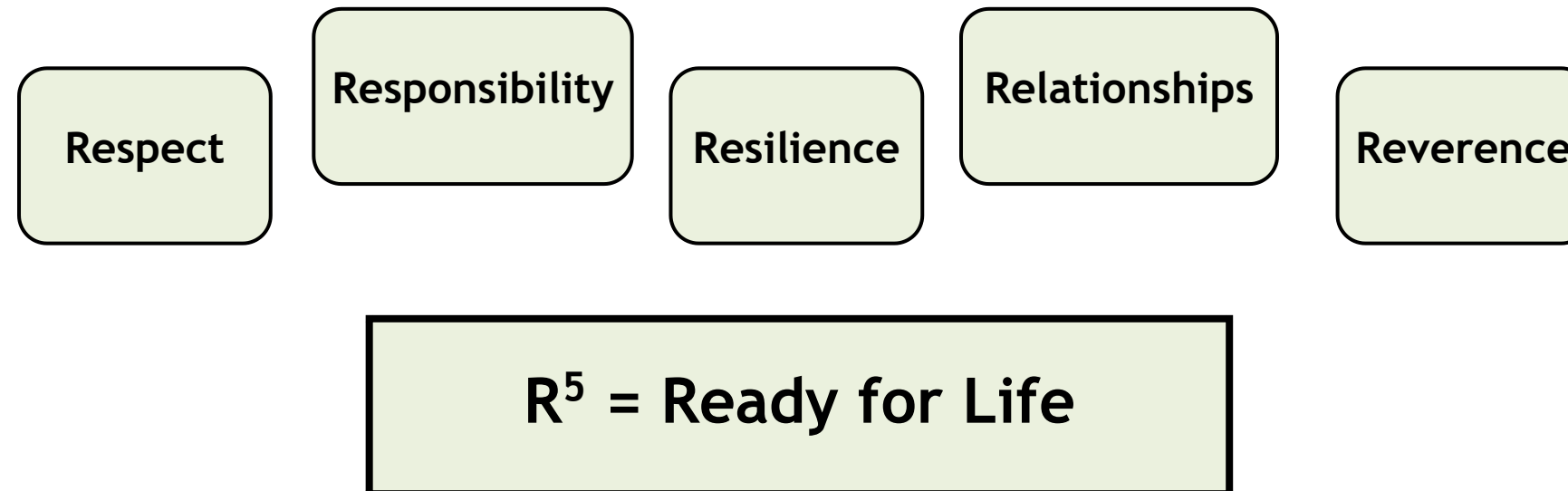


Heckington St. Andrew's

History Progression Document

September 2019  
Updated May 2021

## The Heckington Way



**At Heckington St Andrew's nothing but the best is good enough AND together we can always be better.**

## **CURRICULUM INTENT FOR HISTORY**

The National Curriculum is used to underpin our school's History Curriculum. The development of knowledge and process knowledge (skills) we expect is set out in our progression document. By learning History, our pupils will develop their ability to think critically, evaluate evidence, and ask questions - all essential to being an excellent Historian. Pupils learn about different civilizations and cultures throughout time, and across the globe, and develop their knowledge and understanding of significant people and events in British History. Through studying History, pupils will develop their understanding of the diversity of the world, and the impact of key decisions taken by historical figures.

### **Implementation**

History forms a core element of thematic units, which are taught chronologically from KS2. The progression document acts as the basis for teachers' planning. It is tightly planned to ensure the breadth and balance of knowledge and process knowledge (skills) are covered over time. Teachers follow the progression document closely, and only vary from it with the approval of the subject leader. Knowledge organisers are used to set out the key knowledge that children will learn in a particular unit of work. Teachers may use their professional judgement to respond to British and global events to teach short discrete lessons, and recording them in the topic folders. These discrete lessons underpin knowledge, or develop a historical skill. Teachers create frequent opportunities for pupils to develop and recall knowledge.

## HISTORY

### CHRONOLOGICAL AWARENESS

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>Develop and awareness of the past.</li> <li>Use common words and phrases relating to the passing of time, old, new, a long time ago.</li> <li>Place people and events studied on a timeline.</li> <li>Recognise that a story that is read to them may have happened a long time ago.</li> <li>To explain how they have changed since they were born.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the past.</li> <li>Use common words and phrases relating to the passing of time.</li> <li>Place people and events studied on a chronological timeline.</li> <li>To know that children's lives today are different to those of children long ago.</li> <li>Differentiate between things that were here 100 years ago and things that were not</li> <li>To know how the local area is different to the way it used to be a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of History.</li> <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> </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>Continue to develop chronologically secure knowledge of History.</li> <li>Establish clear narratives within and across periods studied.</li> <li>Note connection, contrasts and trends over time</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 etc.</li> <li>Continue to develop chronologically secure knowledge of History.</li> <li>Establish clear narratives within and across periods studied.</li> <li>Note connections, contrasts and trends over time.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of History.</li> <li>Establish clear narratives within and across periods studied,</li> <li>Note connections, contrasts and trends over time</li> </ul>

### KEY CONCEPTS

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>Regularly re-visit the following key concepts throughout the year:</li> <li>Identify similarities and differences between the ways of life at different times.</li> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Appreciate that some important events</li> </ul>	<ul style="list-style-type: none"> <li>Regularly re-visit the following key concepts throughout the year:</li> <li>Identify similarities and differences between ways of life at different times.</li> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Make simple observations about</li> </ul>	<ul style="list-style-type: none"> <li>Regularly re-visit the following key concepts throughout the year:</li> <li>Appreciate that the early Brits would not have communicated as we do or have eaten as we do</li> <li>Begin to picture what life would have been like for the early settlers</li> <li>Realise that invaders in</li> </ul>	<ul style="list-style-type: none"> <li>Regularly re-visit the following key concepts throughout the year:</li> <li>Understand how knowledge from the past is constructed from a range of sources.</li> <li>Make links between main events, situations and changes within and across different periods.</li> <li>Identify and give</li> </ul>	<ul style="list-style-type: none"> <li>Regularly re-visit the following key concepts throughout the year:</li> <li>Understand how knowledge from the past is constructed from a range of sources.</li> <li>Describe make links between main events, situation and changes within and across different periods/societies.</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 learnt from other countries and</li> </ul>

<p>helped our lives to be better today.</p> <ul style="list-style-type: none"> <li>• Talk about who was important e.g. in a simple historical account.</li> <li>• Identify objects from the past: vinyl records, telephones.</li> <li>• Recognise that we celebrate certain events because of what happened year ago.</li> </ul>	<p>different types of people, events and beliefs within society.</p> <ul style="list-style-type: none"> <li>• Talk about who was important, e.g. in a simple historical account.</li> </ul>	<p>the past would have fought fiercely using hand to hand combat</p> <ul style="list-style-type: none"> <li>• Suggest why certain people acted as they did in history.</li> <li>• Understand how knowledge from the past is constructed from a range of sources: monuments, artefacts etc.</li> <li>• Describe social, cultural, religious and ethnic diversity in Britain and the wider world and how this impacts.</li> </ul>	<p>reasons for, results of, historical events, situations and changes.</p> <ul style="list-style-type: none"> <li>• Describe social cultural and ethnic diversity in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Explain the role that Britain has had in spreading Christian values across the world</li> <li>• Begin to appreciate that how we make decisions has been through Parliament for some time</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 crime and punishment has changed over the years.</li> </ul>	<p>civilisations through time gone by and more recently</p> <ul style="list-style-type: none"> <li>• Describe features of historical events and 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> <li>• Understand how knowledge from the past is constructed from a range of sources.</li> </ul>
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## HISTORICAL ENQUIRY

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects.</li> <li>• Understand some of the ways we find out about the past.</li> <li>• Answers questions using an artefact of a photograph.</li> <li>• Identify different ways in which the past can be represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer some questions using specific information.</li> <li>• Understand the differing ways we find out about the past.</li> <li>• Choose and use parts of sources to show understanding of the key concepts outline.</li> <li>• Identify different ways in which the past can be</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> </ul>	<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Investigate different versions of events from the past, which may exist and understand possible reasons why.</li> <li>• Identify and find out about historically significant people and</li> </ul>	<ul style="list-style-type: none"> <li>• Test out an 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> <li>• Investigate different versions of events from the past, which may exist and understand</li> </ul>	<ul style="list-style-type: none"> <li>• Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint</li> <li>• Identify and explain an understanding of propaganda</li> <li>• Describe a key event from Britain's past using a range of evidence from</li> </ul>

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| <p>represented.</p> <ul style="list-style-type: none"><li>• Research about a person who lived in the local area, using internet and other sources to find out about them.</li><li>• Research about a person who lived outside the UK, using internet and other sources to find out about them.</li></ul> | <ul style="list-style-type: none"><li>• Research a specific event from the past</li><li>• Use their 'information finding' skills in writing to help them write about historical information</li><li>• Through research, identify similarities and differences between given periods in history.</li></ul> | <p>events in situations or periods of time.</p> <ul style="list-style-type: none"><li>• Select and organise relevant historical information in order to create their own structured accounts.</li></ul> | <p>reasons why.</p> <ul style="list-style-type: none"><li>• Identify and find out about historically significant people and events in situations or periods of time.</li><li>• Select and organise relevant historical information in order to create their own structured account.</li></ul> | <p>different sources</p> <ul style="list-style-type: none"><li>• Select and organise relevant historical information in order to create their own structured accounts.</li></ul> |
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