

Ashbourne Primary School's History Scheme Of Work with skills and knowledge progression

Intent:

History at Ashbourne Primary School develops curiosity, critical thinking and an appreciation of the complexities of people's lives in the past. Pupils learn to explore historical events, people and societies, developing an understanding of how the past shapes the present.

Our curriculum is built upon our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming, which underpin all teaching, learning and relationships across our school and ensure pupils develop secure knowledge alongside confidence, aspiration and readiness for life beyond school.

Our PRAISE aims bring these expectations to life in daily practice by teaching pupils to take pride in their work, show respect for all, act with kindness, become independent achievers, stay resilient and demonstrate excellent behaviour. These shared expectations shape how pupils approach learning, relationships and challenges, helping them develop confidence, responsibility and positive attitudes that support success across the curriculum and beyond.

Children are taught the importance of evidence and how it shapes our understanding of historical events. They ask and answer questions about causes of change and develop, over time, a clear sense of chronology and an understanding of the diversity of past societies. History is brought to life through enrichment opportunities such as visiting actors, experience days and educational visits. The curriculum is carefully planned and sequenced over a two-year cycle across Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Pupils first develop foundational knowledge and understanding of key historical concepts. They then deepen their understanding and apply what they have learned across a range of topics and enquiries. This approach reflects our understanding that learning is secured when knowledge is stored in long-term memory, which requires time, practice and revisiting.

High expectations for all pupils are central to our curriculum. Teaching is adapted to remove barriers and ensure that every learner can access, participate in and succeed.

By the time pupils leave our school, they are equipped with the knowledge, skills and confidence to continue learning successfully at the next stage of their education and beyond.

National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- 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 History – key stages 1 and 2
- 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.

KS1 Content

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]

KS2 Content

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its Impact on Britain.
- Britain's settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study.

- 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 History class topics:

Neil Armstrong
Great Fire of London
Florence Nightingale
Knights and Castles

- A study of a theme in British history.
- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
- Ancient Greece.
- A non- European society that contrasts with British history chosen from:
 - Early Islamic Civilization
 - Mayan Civilization
 - Benin

KS2 History class topics:

Stone Age to Iron Age
Romans
Invaders and Settlers
WWII
Victorians
Ancient Egypt
Ancient Greece
Mayans

EYFS: Understanding The World

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The provision outlined below is to help subject leaders and teachers to understand how the skills taught across EYFS feed into geography. It demonstrates which early years outcomes are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant early years outcomes from Development Matters, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for geography.

The most relevant early years outcome for history are taken from the following area of learning: Understand The World.

Three and Four Year Olds	Understand The World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understand 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	Understand 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.

History skills and knowledge progression from Y1-Y6

Year Group	Investigate and Interpret the Past	Understand Chronology	Communicate Historically	KEY VOCABULARY
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KS1 Year 1	<ul style="list-style-type: none"> - I can observe or handle evidence to ask basic questions and find answers to questions about the past. - Identify some of the different ways the past has been represented. - I can ask questions such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> - I can order 3 historical events within one topic (Beginning, middle and end). - I can recount changes that have occurred in my own life. 	<ul style="list-style-type: none"> - I can use age appropriate historical vocabulary. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years to describe the passing of time. 	History Past Present Years Recently A long time ago Parents/carers Florence Nightingale Crimea Similar/different Commemoration Motte Bailey Keep Guy Fawkes Neil Armstrong Tim Peake
	Investigate and Interpret the Past	Understand Chronology	Communicate Historically	KEY VOCABULARY
KS1 Year 2	<ul style="list-style-type: none"> - I can observe or handle evidence to ask a range questions and find answers to questions about the past. - Identify a variety of different ways the past has been represented. - I can use artefacts, pictures, stories, online sources and databases to find out about the past. 	<ul style="list-style-type: none"> - I can order different historical events - I can place events and artefacts in order on a time line - I can label time lines with words or phrases such as: past, present, older and newer - I can use dates where appropriate. 	<ul style="list-style-type: none"> - I can use age-appropriate historical vocabulary. Use words and phrases such as: decades and centuries to describe the passing of time. 	Artefact Sources Timeline Order Decades Centuries Significant Contribution National International Achievements Historical periods
	Investigate and Interpret the Past	Understand Chronology	Communicate Historically	KEY VOCABULARY
LWKS2 Year 3	<ul style="list-style-type: none"> - Use evidence to ask basic questions and find answers to questions about the past. - Suggest suitable sources of evidence for historical enquiries. - Use one or two sources of evidence for historical enquiry. 	<ul style="list-style-type: none"> - I can place studied events, artefacts and figures in order on a time line. - Label a simple time line with dates. 	<ul style="list-style-type: none"> - I can to use age-appropriate historical vocabulary to communicate such as primary source and secondary source. - I can use some skills in order to communicate information about the past. - I can use words and phrases such as: dates, time period, change, ancient 	Primary source Secondary source source Evidence Archaeologist Stone Age Bronze Age Egypt Tutankhamun Howard Carter Skara Brae Settlement
	Investigate and Interpret the Past	Understand Chronology	Communicate Historically	KEY VOCABULARY
LWKS2 Year 4	<ul style="list-style-type: none"> - Use a range of evidence to ask a range of questions and find answers to questions about the past. - Suggest a variety of suitable sources of evidence for historical enquiries. 	<ul style="list-style-type: none"> - I can place a variety of events, artefacts and figures in order on a time line. - I can begin label time lines with dates. - I can recount changes that have occurred from the earliest times. 	<ul style="list-style-type: none"> - I can use a range of age-appropriate historical vocabulary to communicate such as civilization, invasion. 	Interpret Chronology Ancient BC/BCE Era AD Invasion Resistance

	<ul style="list-style-type: none"> - Use multiple sources of evidence for historical enquiry in order to gain a more accurate understanding of history. - Understand the value of a range of sources, for example, photographs vs paintings. 		<ul style="list-style-type: none"> - I can begin use a variety of skills in order to communicate information about the past. - I can use words and phrases such as: era, chronology, BC 	<ul style="list-style-type: none"> Julius Caesar Boudica Civilization Compare/contrast Technology
	Investigate and Interpret the Past	Understand Chronology	Communicate Historically	KEY VOCABULARY
UPKS2 Year 5	<ul style="list-style-type: none"> - I can use sources of evidence to deduce information about the past. - I can use sources of information to form simple hypotheses about the past. I can describe different accounts of a historical event. - I can discuss primary and secondary sources 	<ul style="list-style-type: none"> - I can place events, artefacts and historical figures on a time line using dates. - I can use key periods as reference points in order to understand chronology. 	<ul style="list-style-type: none"> - I can use age-appropriate historical vocabulary to communicate such as hypothesis. - I can use a variety of skills in order to communicate information about the past. 	<ul style="list-style-type: none"> Investigate Deduce Hypotheses Legacy Culture Religion Characteristic
	Investigate and Interpret the Past	Understand Chronology	Communicate Historically	KEY VOCABULARY
UPKS2 Year 6	<ul style="list-style-type: none"> - I can use and select sources of evidence to deduce information about the past, giving reasons for choices. - I can use sources of information to form more complex hypotheses about the past. - I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. - I can discuss social context of evidence for example: propaganda, newsreel. 	<ul style="list-style-type: none"> - I can understand the concepts of continuity and change over time. - I can use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> - I can confidently use appropriate historical vocabulary to communicate. - I can use a variety of skills effectively in order to communicate information about the past. 	<ul style="list-style-type: none"> Politics Allies Axis Holocaust Genocide Causes Consequences Era Continuity/change Influence Monarchy Parliament Democracy Propaganda

Impact:

We assess the impact of our curriculum by checking that our children know more and remember more. Teachers ensure pupils regularly revisit prior learning over time. This ensures learning is embedded into pupils' long-term memory. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
- Observations within lessons
- Outcomes from tasks/topics
- Flashback Friday
- Flashback 4
- Lesson quizzes
- Pupil voice
- Learning walks
- Curriculum monitoring
- Data analysis