



Intent for History

At Mary Bassett, history helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching and learning in the subject nurtures pupils' curiosity to learn more about the past, enabling pupils to ask questions, think critically, and develop perspective and judgement. In line with the National Curriculum, history teaching and learning 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. In EYFS pupils will develop skills within the seven areas of learning whilst in key stages 1 and 2 objectives are focussed on the areas of chronology; historical study and interpretation; and historical knowledge and awareness.

In line with our curriculum approach, the context of lessons builds from pupils' personal experiences in EYFS and key stage 1, to the history of our school and local area before investigating key historical events and people. In key stage 2 children build on this by studying key periods of time and societies around the world. These topics are used to embed and develop the key historical skills and processes that pupils learn and need for their future study.

History Progression Map

Key skills	Year 1	Year 2	Year 3	Year 4
Chronology	Pupils should develop an awareness of the past, using common words and phrases relating to the passage of time.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	
	<ul style="list-style-type: none"> ● Use simple words and phrases to describe the past such as now/ then, old/new Arrange artefacts in order of their age ● Use a simple timeline to order recent events ● Label a timeline with words and phrases eg older newer 	<ul style="list-style-type: none"> ● Use more complex phrases eg in the past, centuries ago, nowadays, previously ● Independently sequence artefacts or events on a timeline ● Annotate timelines to include some historical language ● Identify similarities/ differences between periods 	<ul style="list-style-type: none"> ● Sequence some events objects, themes, periods and people from the topics covered ● Sort events or objects into groups ● Use dates and terms accurately when describing events ● Use some dates on a timeline ● Use mathematical knowledge to work out how long ago an event happened ● Begin to notice connections, contrasts and trends over time 	<ul style="list-style-type: none"> ● Use a full range of dates and historical terms ● Sequence a number of the most significant events, objects themes, periods and people from topics covered ● Use a timeline to place events, periods and cultural movements ● Use mathematical skills to round up time differences into centuries and decades ● Note connections, contrasts and trends over periods of time studied.
Historical Study	Pupils should use a wide vocabulary of everyday historical terms.		Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical	

<p style="text-align: center;">and Interpretation</p>	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
	<ul style="list-style-type: none"> ● Use written, oral and visual sources as well as artefacts to find out about the past ● Ask and answer questions about what they have heard or seen e.g. Why people did things, Why events happened, Who was important in a simple historical account. ● Communicate their ideas through a range of mediums including spoken and written word 	<ul style="list-style-type: none"> ● Use a range of sources including written, visual and oral sources and artefacts to answer historical questions ● Make simple observations about different types of people, events, beliefs within a society ● Plan questions and find answers to an historical enquiry ● Communicate historical knowledge through a range of mediums including spoken and written word 	<ul style="list-style-type: none"> ● Use more complex sources of primary and secondary information ● Understand how sources can be used to answer a range of historical questions ● Select what is most important in an historical account ● Understand that events from the past are represented and interpreted in different ways and these may contradict each other. ● Give reasons why two accounts of the same event might differ ● Ask and answer valid questions for enquiries and answer using a range of sources 	<ul style="list-style-type: none"> ● Use a range of documents and printed sources ● Comment on a range of possible reasons for differences in a number of accounts ● Distinguish between reliable and unreliable sources and identify the most useful for a task ● Devise a range of questions and answer them with substantiated responses

Historical knowledge and awareness	<p>Pupils should know where the people and events they study fit within a chronological framework. They should identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p>		<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	
	<ul style="list-style-type: none"> • Identify relevant features of particular historical themes, events and people from family, local, national and global history • Identify a few similarities, differences and changes between past and present • Identify at least one cause for, and effect of, several events covered • Consider why an event or a person might be significant 	<ul style="list-style-type: none"> • Describe features of particular historical themes, events and people from family, local, national and global history eg retell a story • Identify a range of similarities and differences and changes over a period of time • Identify a few relevant causes and effects for some of the main events covered • Identify a range of significant aspects of a theme, society, period or person 	<ul style="list-style-type: none"> • Identify details from several themes, societies, events and significant people covered in local national and global history • Describe some similarities, differences and changes which occurred in the topic covered • Describe relevant causes for, and effects on, some of the key events and developments covered • Begin to understand why people acted as they did and give reasons • Begin to describe social, cultural, religious and ethnic diversity in Britain & the wider world within the context 	<ul style="list-style-type: none"> • Identify details from local, national and global history to demonstrate overall awareness of themes, societies, events and people • Make valid statements about the main similarities, differences and changes which occurred in the topic covered (eg different lived experiences of rich and poor) • Understand that different versions of the past may exist, giving some reasons for this • Describe social, cultural, religious and ethnic diversity in Britain & the wider world within the context of topics

			<p>of topics learned</p> <ul style="list-style-type: none">• Identify some historically significant people and events in situations	<p>learned</p> <ul style="list-style-type: none">• Comment on the importance of causes and effects for some of the key events and developments within topics• Identify historically significant people and events in situations and justify why.
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