



St Chad's History Progression Document

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| EYFS | <p>At St Chad's, the early years history learning (knowledge and understanding of the world) provides opportunities to expand the children's knowledge and understanding of events, people and changes in the past and develop children's investigative and interpretive skills. At St Chad's, children begin to develop their sense of chronology by talking about their own life story and the life story of family members. They are supported to communicate in the past tense when talking about things that have happened. Our children explore images of the past and make comparisons with the present.</p> <p>Key concept: to know that there are important people in our lives.</p> <p>Key concept: Religion; to know that people in our school and society celebrate different religions and festivals and that these are important to them.</p> |
| KS1 | <p>In Key Stage 1, the Holy Family curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. As they progress through the key stage, they will begin to make comparisons and connections between people and events in the past.</p> <p>Key concept: pupils will begin learning about how some people are inspirational, and take actions to inspire changes in society. Pupils begin to learn about inequality.</p> <p>Key concept: Pupils will learn about some roles of women in society and how these have changed.</p> <p>Key concept: Pupils will learn how technology has changed the way people live.</p> |
| KS2 | <p>In Key Stage 2, children will 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. The sequence of events will be referred to throughout KS2 so that children become secure in their understanding of important historical events and eras. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms such as ancient and civilisation. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as 'empire'.</p> <p>Key concept: to build on learning about inspiration people in Year 1 and 2, pupils learn how inspirational people helped to bring important change. They learn more about the imbalance of power in different societies, and how this can lead to inequality.</p> <p>Key concept: Religion. Pupils will deepen their learning about the key concept of religion by finding out about and comparing the beliefs of different civilisations. They will learn why some societies changed their religion due to invasion/ power. Pupils will learn that invaders sometimes destroy important religions buildings and artefacts.</p> <p>Key concept: Building on learning about this from key stage 1, pupils will consider women's roles in different societies (linked to inequality). They will learn how women's roles changed in war time Britain.</p> <p>Key concept: Invasion and settlement. Pupils will learn about some of the motivations for invasion and how invasions impacted on people's everyday lives.</p> |



Historical chronology and understanding

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Talk about their own lives and that of members of their immediate family and community. During dedicated talk time, listen to what children say about their family; share information about your own family, giving children time to ask questions or make comments; encourage children to share pictures of their own lives and their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</p> | <p>Sequence some events in order. (Timeline of Manchester and some changes in transport).</p> <p>Use words and phrases: pasts, present, old, different, change.</p> <p>Remembers parts of stories and memories about the past.</p> | <p>Recount changes in own life over time. (Discussions)</p> <p>Puts events or people in order using a given scale (e.g significant people from event studied)</p> <p>Uses words and phrases such as recently, before, after, now, later, past.</p> <p>Uses past and present when telling others about an event.</p> | <p>Uses evidence to describe past: <i>Houses and settlements; Culture; Way of life and actions of people; Buildings and their uses; People's beliefs and attitudes; Things of importance to people; Differences between lives of rich and poor.</i></p> <p>Uses evidence to find out how any of these may have changed during a time period (e.g Stone Age to Bronze Age).</p> <p>Describes similarities and differences between people, events and objects. STONE-IRON AGE: Tools and artefacts, comparing the 3 ages; housing, clothes, tools etc. – used artefacts and books to show this.</p> <p>Shows changes on a timeline. STONE-IRON AGE: Palaeolithic, Mesolithic and Neolithic, Bronze and Iron ages; use of timeline.</p> | <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and in the wider world. Contrast between Anglo-Saxon beliefs and Viking beliefs, Viking society (how is this similar/different to our society today?)</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied. Looking at why the Vikings left Denmark and invaded Britain.</p> <p>Identifies changes and links within and across the time periods studied. Comparison between British society 410Ad-1066AD and modern-day society</p> | <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 18th, 19th and 20th centuries (Industrial revolution).</p> <p>Names and places dates of significant events from past on a timeline e.g Mayan Civilisation – set alongside other ancient civilisations studied in key stage 2.</p> <p>Comment on trends that happen over time. Annotate a timeline with historical terms and facts, showing a sense of historical scale (Mayans)</p> | <p>Uses timelines to demonstrate changes and developments e.g. women in society.</p> <p>Uses key periods as reference points: WW2 and post war Britain.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological, and cultural. Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).</p> |



| Historical concepts | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Comment on images of familiar situations in the past Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. events using basic chronology, recognising that things happened before they were born.</p> <p>Key concept: to know that there are important people in our lives. Key concept: Religion; to know that people in our school and society celebrate different religions and that these are important to them.</p> | <p>Tell the difference between past and present in own and other people's lives. (What types of transport did people have in the past? How are toys different?)</p> <p>Can name significant individuals and why we remember them.</p> <p>Key concept How inspirational people (women) helped to bring important change.</p> <p>Key concept Roles of women in society.</p> <p>Key concept: To know the difference between past and present.</p> | <p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now. How London was built before the fire and after. Difference in clothes 1600s to modern day.</p> <p>Recounts main events from a significant event in history. (Explorers, Great Fire)</p> <p>Uses evidence to explain reasons why people in past acted as they did. (Christopher Columbus)</p> <p>Key concept How inspirational people (women) helped to bring important change (building from Year 1, extending to consider implications for equality).</p> <p>Key concept: To know that technology has changed the way people live – moving beyond people's everyday lives, in Year 1, to space travel.</p> | <p>Uses evidence to describe past: <i>Houses and settlements; Culture and leisure activities; Clothes, way of life and actions of people; Buildings and their uses; People's beliefs and attitudes; Things of importance to people; Differences between lives of rich and poor.</i></p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects. STONE-IRON AGE: Tools and artefacts, Showed via table comparing the 3 ages; housing, clothes, tools etc. – used artefacts and books to show this.</p> <p>Shows changes on a timeline. STONE-IRON AGE: Palaeolithic, Mesolithic and Neolithic, Bronze and Iron ages; use of timeline.</p> | <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and in the wider world. Contrast between Roman, Anglo Saxon beliefs and Viking beliefs, Viking society (how is this similar/different to our society today?)</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied. Looking at Roman Invasion to why the Viking left Denmark and invaded Britain, cause of the decline of the Vikings (Edward the Confessor)</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Can make a comparison between British society 42Ad-1066 and modern-day society, for example place names. (Legacy)</p> <p>Key concept: Religion.</p> | <p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some achievements, ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Describes how some of the past events/people affect life today. For example, comparing and contrasting democracy from Ancient Greece to modern times. Relating democracy within the classroom and wider school area eg school council.</p> <p>Key concept Building on learning about this from previous topics, pupils will consider how the war forced change and how some women were unwilling to return to their previous roles, leading to a lasting legacy.</p> <p>Key concept: Year 4 learning builds on the key concept of religion. Pupils will deepen their understanding</p> | <p>Chooses reliable sources of factual evidence to describe: actions of people; people's beliefs and attitudes.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Key concept Key concept How inspirational people helped to bring important change (building from Year 2 to look in more detail at the impact of inequality on people's lives.</p> <p>To consider how inequality in societies dates back across history (e.g. roles of women) – link to power.</p> <p>Key concept: In previous learning, pupils have learned about how technological advancements made a positive impact on people's lives e.g., transport (Year 1). Here, pupils learn that technological advancements in munitions led to a significant impact on civilians in WW2 (e.g., The Blitz).</p> |



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| | | <p>Key concept Roles of women in society and how these have changed due to women's actions.</p> | <p>Key concept: religion, and what people believed about the afterlife. Pupils will learn about rituals e.g. burying pharaohs with treasures.</p> <p>Key concept How inspirational people (women) helped to inspire others to take action. Link to previous learning about inspirational women.</p> <p>Key concept Roles of women in society</p> <p>Key concept: To know that technology has changed the way people live</p> <p>Key concept Invasion and settlement Pupils will learn that the Roman Empire had a powerful army that enabled them to invade other countries. They will consider some of the motivations for the Romans to come to Britain.</p> | <p>Year 3 learning builds on the key concept of religion from Ancient Egypt. Pupils will start to compare religions across different civilisation and learn why some societies changed their religion due to invasion/ power.</p> <p>Pupils will learn that invaders sometimes destroy important religions buildings and artefacts.</p> <p>Key concept Invasion and settlement Pupils will build on their knowledge of the motivations for the Romans to come to Britain by considering how the Anglo Saxons came to Britain. Pupils will learn how they, in turn, came under threat from Vikings.</p> | <p>of religions across different civilisations.</p> <p>Key concept: To know that technology has changed the way people live – pupils will learn that, like other ancient civilisations, the technological advancements e.g., in architecture, have left a lasting legacy.</p> | <p>Key concept Invasion and settlement Building on previous learning about invasion and settlement, pupils learn about how Hitler built political power and invaded much of Europe.</p> |
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| Historical Interpretation | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Begin to recognise change in lifetime e.g. how the clothes children wore as babies were different.</p> | <p>Begins to identify and recount some details from the past from sources (e.g. - Pictures and stories). (Comparing transport in Manchester/UK throughout history using videos, and photos.) Begins to understand why people are remembered differently. Florence Nightingale and Mary Seacole. (Pupils use of evidence and interpretation)</p> | <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, diaries, buildings and visits, internet).</p> <p>Understands why some people in the past did things. Motivation of Emily Davidson and Rosa Parks.</p> | <p>Begin to express preferences and personal responses to topics being studied and back-them up with evidence / facts.</p> <p>Begin to understand why events are significant.</p> | <p>Looks at different versions of the same event and identify differences in the accounts. Creation of Danelaw (Viking view vs Alfred the Great),</p> <p>Gives clear reasons why there may be different accounts of history. Conflict therefore contrasting views. Focus on that victors often write the history; Romans, Normans.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others. Alfred the Great..</p> | <p>Gives reasons why there may be different accounts of history. Beginning to discuss why we don't always know what someone or something looked like because no one that was there is alive today (Ancient civilisations). We have to use our interpretation.</p> <p>Deepen their understanding that historical knowledge comes from a range of sources; we have to use a range of sources to make our opinion.</p> <p>Make links between historical events, changes and cultures across a range of periods studied. Understands that the past has been represented in different ways.</p> | <p>Recognise that some events and people are more significant than others and use evidence to back-up responses.</p> <p>Understand that historical knowledge comes from a range of sources,</p> <p>Gives clear reasons why there may be different accounts of history. Conflict therefore contrasting views.</p> <p>Make links between historical events, changes and cultures across a range of periods studied. Understands that the past has been represented in different ways.</p> <p>Key lesson on how wars have changed in how they are being reported.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and</p> |



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| Historical enquiry | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Name and describe people who are familiar to them Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them. | Finds answers to simple questions about the past from sources of information (e.g. - pictures, stories) (Key question stems – Who? What? When? Where? Why? How? Finding out information using artefacts, videos and pictures about Florence Nightingale, Mary Seacole and the history of transport). | Looks carefully at pictures or objects to find information about the past. Fire of London “How do we know...” evidence lesson. Asks and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’ Estimates the ages of people by studying and describing their features –Can link to - Science: growing and changing. | Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as: ‘ <i>how did people? What did people do for?</i> ’ Begins to suggest sources of evidence to use to help answer questions; archaeology, | Uses documents, printed sources, the internet, databases, pictures, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Throughout children construct their own questions and answer key questions Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. | Understands the difference between primary and secondary sources of evidence. Select appropriate evidence to answer a question and recognise that there is often not a single ‘right’ answer to an historical question. Draw conclusions on what happened based on study a range of sources (Mayans) Manchester through time, map work, asks questions such as ‘what was it like for a during?’. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Suggests sources of evidence from a selection provided to use to help answer questions. | Identifies and uses different sources of information and artefacts. Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources. |



Research:

Ofsted's subject report: *Rich Encounters with the Past*, (July 2023), sets out the following definitions which are useful to know:

Substantive knowledge: in history, this refers to knowledge about the past.

Disciplinary knowledge: this refers to knowledge about how historians and others study the past, and how they construct historical claims, arguments and accounts. This is not a set of generic skills, but a complex body of knowledge. Pupils need to build this knowledge over time by encountering a range of meaningful examples of how historians have studied specific aspects of the past and constructed claims and accounts about them.

When designing history curriculums, some history teachers also distinguish between:

core knowledge: content that, within a particular lesson or topic, curriculum designers and teachers consider most important for pupils to secure in their long-term memory.

hinterland: background information that helps to make core knowledge meaningful by placing it within a rich context.

Chronological knowledge: pupils' knowledge of broader chronological frameworks, narratives and features of historical periods

Terms, concepts and phenomena: much of what pupils learn will be unique to the historical context. However, knowledge of recurring terms, concepts and phenomena is important in helping pupils to learn new material. Again, these are not simple or discrete categories, but it can be useful for teachers to distinguish between:

-terms: labels given to particular historical events or phenomena, for example 'appeasement'.

-concepts: abstract ideas that share some features across different contexts. They can be more or less specific, for example 'nationalism', 'living standards' or 'power'

-phenomena: events, developments or aspects of societies that share some features in different contexts, for example ways that cities can influence social or political developments or ways that rulers have projected an image of authority.