A developmental progression that provides a coherent framework to support the teaching of history. It is ambitious and detailed, cross referenced to the National Curriculum and bodies of key research, as well as building in developmental milestones to move pupils from one stage to the next.

# History Progression

TIPTON ST JOHN
CHURCH OF ENGLAND VA PRIMARY SCHOOL

## Introduction

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History 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."

National Curriculum 2014

## The aims and expectations of the National Curriculum

History is a foundation subject. The National Curriculum documents details the relevant learning objectives for the Key Stage 1 and 2. This ensures continuity and progression in the teaching of history.

The expectation is that through the teaching of history 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
- 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.

**Our Belief**

At Tipton St John C of E Primary School we believe that to study history is to enquire about the past. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. We believe that by studying the past, we can understand how decisions were made which have influenced our 'present.' It helps us to answer questions about our future through identification of patterns in time. Our history curriculum develops pupils' abilities to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

**Teaching and Learning**

At Tipton St John C of E Primary School, History is taught as a discrete subject from Year 1 and we begin each learning sequence with a historical enquiry question. These questions provide coherence and a sense of historical purpose. We have carefully sequenced our curriculum to create an overarching narrative.

In the EYFS pupils begin to develop an awareness of the past and how it is different to the present. We understand that they need to have a good understanding of their own lives, routines and experiences, and be able to engage, interact and compare these with other children. This is done through developing an understanding of familiar situations and harnessing the use of stories. Children discuss traditions and events within their families. Chronology is introduced through sequencing daily and weekly events, story narrative and considering their own life story. We offer hands - on experiences including visiting the local church and finding out how people in our society help us. Firefighters, the police force, nurses and oral improvement practitioners have all visited the school.

In Key Stage 1 pupils develop an increasing understanding of the past. They learn about significant individuals who have contributed to the world such as Florence Nightingale and Mary Seacole. Children will also learn about significant historical events within the local area such as the arrival of the railway. In Key Stage 1 pupils look back at changes within living memory such as the development of toys as well as events beyond living memory such as the Great Fires of London and in Ottery.

In Key Stage 2 children continue to develop their understanding of history in a chronological context. They work on securing an understanding of British, local and world history. In lower Key Stage 2 children focus on areas such as prehistoric Britain and Ancient Egypt whilst Upper Key Stage 2 look at the Inca civilisation, crime and punishment through history, and the effect of the Battle of Britain on London.

**Disciplinary Concepts**

In order to help pupils develop a deeper understanding of what it is that historians do, the following disciplinary concepts are introduced and threaded through the curriculum so that pupils can begin to apply these thinking tools to the various areas of historical learning sequences.

- Chronology
- Cause and consequence
- Change and continuity
- Similarity and difference
- Significance
- Evidential enquiry
- Historical Interpretation

**Assessment**

***"The fundamental point is however not that complicated: a curriculum sets out the journey that someone needs to go on to get better at the subject. In short. It models the progress that we would hope (although cannot guarantee) that someone will make. The curriculum is the progression model." M. Fordham***

At Tipton St John C of E Primary School we understand the importance of a clearly defined and coherent curriculum both in structure and content. We have carefully specified what we intend to teach, building links within and across each learning sequence. By developing explicit curriculum related expectations, we support teachers with knowing what to teach and then assess the knowledge that we expect children to acquire. We expect children to have met these expectations because they are directly connected to what has been taught.

***"…the key reason for all assessment is to ensure that teaching and learning are working well and that children are benefiting from a deep and rich education." Sean Harford***

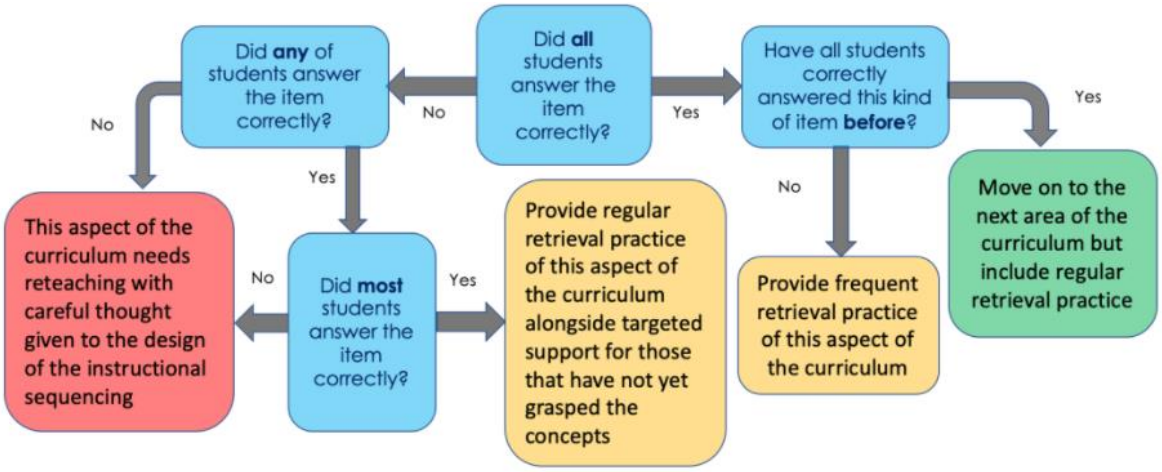
At Tipton St John, we use assessment for three main purposes:

1. To impact on learning
2. To support school level decision making
3. To inform classroom teaching

We believe that purposeful assessment enables teachers to teach more effectively, enabling all our pupils to make progress. We follow these key principles when considering purposeful assessment:

- Having a clear, shared understanding of what is effective assessment practice and what constitutes progression – through the use of our concepts progressions.
- Consistent understanding and use of terminology and approaches by all teachers across the school
- Assessment process included as part of the planning stage – see learning sequence overviews

When teaching, we follow the formative assessment process, illustrated in the following diagram created by David Didau:




***"Teachers need to know what gaps they need to fill, both at the level of individual students and the class. Teachers need to know what to teach next in order that all progress through the curriculum."*** **David Didau**

Opportunities to monitor pupils' learning will occur during everyday classroom situations through:

- watching pupils as they work in history
- listening to pupils as they talk about their learning in history
- questioning pupils
- discussing and reviewing pupils' work with them
- marking pupils' work
- asking pupils to assess their work or the work of their peers.

At Tipton St John C of E Primary School, teachers document the pupil's security in substantive and disciplinary knowledge. Teachers keep notes from lesson to lesson identifying individual children not meeting expectation as well as those exceeding, and also note objectives that require reteaching/revisiting as per the David Didau approach outlined above. This can be in the form of annotations on planning or by completing a tracker such as the one overleaf:

| Class: | Learning Sequence: | Term: |
|---|---|---|
| | | |

| Working towards CRE | Meeting CRE | Exceeding CRE |
|---|---|---|
| Substantive Knowledge – specific factual content of the subject, which must be connected into a careful sequence | | |
| | | |
| | | |
| | | |
| | | |
| Disciplinary Knowledge - the action taken within a particular subject to gain knowledge - the methods that establish the substantive facts | | |
| Chronology- constructing the past | | |
| | Can briefly describe features of particular themes, events and people from family, local, national and global history | |
| Chronology – Sequencing the past | | |
| | Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people | |
| Cause and consequence | | |
| | Can recognise why people did things, why events happened and what happened as a result. | |
| Similarities and differences | | |
| | Can identify independently a range of similarities, differences and changes within a specific time period. | |
| Change and continuity | | |
| | Can identify a few relevant causes and effects for some of the main events covered. | |
| Significance | | |
| | Able to describe what has happened as the result of an event or an individual. | |

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# Disciplinary Concepts Progression

The milestones are designed to build coherently as each child moves through their learning journey as a historian. They have been carefully sequenced so that they develop in a manner which builds on prior learning and paves the way for what is to come.

| **Chronology Conceptual Vocabulary Progression** | | | | |
|---|---|---|---|---|
| **Concept** | EYFS | KS1 | LkS2 | UkS2 |
| **Sequence** | Introduced | Practised | Practised | Independent |
| **Scale** | | Introduced | Practised | Independent |
| **Interval** | | Introduced | Practised | Independent |
| **Concurrence** | | | Introduced | Practised |
| **Interacted** | | | Introduced | Practised |

| **Chronological Knowledge Progression** | | | |
|---|---|---|---|
| EYFS | KS1 | LkS2 | UkS2 |
| Now and in the past with a focus in themselves and their experiences.<br><br>A focus on everyday words and phrases.<br><br>Recount familiar narratives | Framework of what they've studied.<br><br>Understand the difference between within and beyond living memory.<br><br>Compare individuals from different time periods.<br><br>Compare items from different periods to think about change over time. | Introduction to BC/AD, century, and millennia.<br><br>Begin to talk about the narrative of what they've learned.<br><br>Begin to identify trends/changes within and across periods.<br><br>Identify periods of history which are concurrent from British and world history. | Make evidence-led comparisons and links between and across what they've learned.<br><br>Identify concurrent periods including those who interacted.<br><br>Make evidence-led links between local, regional, national and world history. |

| **Cause and Consequence** | | | |
|---|---|---|---|
| EYFS | KS1 | LkS2 | UkS2 |
| Pupils discuss why things happen and can give simple explanations.<br><br>Pupils begin to consider feelings and needs of others. | Pupils recognise why people did things, why events happened and what happened as a result.<br>Pupils are able to choose and use parts of stories and other sources to show that they know and understand key features of events. | Pupils are able to identify and give reasons for, results of, historical events, situations and changes<br>Pupil are beginning to address and devise historically valid questions about cause. | Pupils are able to address and devise historically valid questions about cause. |
| **Outcomes** | | | |
| Pupils can identify consequences of choices made by characters in stories and themselves.<br><br>**For example:**<br>Question why things happen and give an explanation. | Pupils can identify a few relevant causes and effects for some of the main events covered.<br><br>**For example:**<br>Understand the significance of the railway coming to Feniton.<br><br>Identify significant explorers and the impact that they had during their explorations. | Pupils can comment on the importance of causes and effects for some of the key events and developments within topics.<br><br>**For example:**<br>Understand how the Roman invasion changed some aspects of life.<br>Identify some changes and improvements made to farming during the Stone Age. | Pupils can explain the role and significance of different causes and consequences of a range of events and developments.<br><br>**For example:**<br>Explain how and why Victorian Britain was the most powerful trading nation in the world and the influence of advancement in transport contributed to this. |

| **Change and Continuity** | | | |
|---|---|---|---|
| EYFS | KS1 | LkS2 | UkS2 |
| Pupils understand that there are differences between the past and present in their own and other's lives.<br><br>Understand the effect of changing seasons on the natural world. | Pupils are able to identify a few relevant causes and effects for some of the main events covered. | Pupils are able to describe/make links between main events, situations and changes within and across different periods/societies. | Pupils are able to identify and explain change and continuity within and across periods. |
| **Outcomes** | | | |
| Able to talk about themselves and their own development.<br><br>**For example:**<br>Explaining what they couldn't do as a baby, what they can do now and what they would like to do as a grown-up.<br><br>Able to talk about how the natural environment has changed with the season. E.g. Leaves falling off trees in the winter. | Able to describe what has happened as the result of an event or an individual.<br><br>**For example:**<br>Describe the changes in toys due to the development of technology. | Able to compare and make links between periods of time studied.<br><br>**For example:**<br>Explain the changes that took place when the ice age ended.<br><br>Identify how life changed for the Celts and the Egyptians and when the Romans invaded. | Able to compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change.<br><br>**For example:**<br>Explain how War Wat 2 changed women's lives and how this relates to its broader chronological context. |

| **Similarity and Difference** | | | |
|---|---|---|---|
| EYFS | KS1 | LkS2 | UkS2 |
| Recognise similarities and differences between themselves and others.<br><br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | Identify similarities and differences between ways of life in different periods.<br>Study changes within living memory.<br><br>Study changes within living memory. | Address and devise historically valid questions about change, similarity and difference.<br><br>Note connections, contrasts and trends over time. | Address and devise historically valid questions about change, similarity and difference.<br><br>Note connections, contrasts and trends over time. |
| **Outcomes** | | | |
| Pupils are able to talk about experiences that are familiar to them and how these may have differed in the past.<br><br>**For example:**<br>Talking about life before coming to school.<br>Talk about things they have got better at over time - swimming, reading etc<br><br>Making links with and comparisons to other family members and significant others.<br><br>**For example:**<br>Comparing themselves to their friends.<br>Talk about the lives of the people around them and their roles in society e.g. my daddy is a policeman. | Pupil can identify independently a range of similarities, differences and changes within a specific time period.<br><br>**For example:**<br>Investigate and compare similarities and differences between their childhood and that of their parents and grandparents.<br>Compare changes to everyday life which took place during the development of the railway both nationally and globally. | Pupils can make valid statements about the main similarities, differences and changes occurring within topics.<br><br>**For example:**<br>Understand some of changes in farming which took place during the Stone Age.<br><br>Identify and compare some similarities and difference between Stone Age and Ancient Egypt. | Pupils can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change.<br><br>**For example:**<br>Understand some of the differences in way of life between citizens of Baghdad and London c. AD 900<br><br>Compare the Viking and Anglo – Saxon struggle for the kingdom of England and understand that different cultures and civilisations have strengths, as well as weaknesses, and the opportunity to explore change over time.<br><br>Understand the range of experiences of children in Britain, Germany and other contexts affected by war. |

| **Significance** | | | |
|---|---|---|---|
| EYFS | KS1 | LkS2 | UkS2 |
| Recognise and describe special times or events for family or friends. | Study the lives of significant individuals who contributed to national and international achievements. | Can identify historically significant people and events in situations from periods of history studied. | Can address and devise historically valid questions about significance |
| **Outcomes** | | | |
| Pupils can talk about events in their own lives that are important to them.<br><br>**For example:**<br>Can describe an event or family member from their past that is important to remember | Pupils can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.<br><br>**For example:**<br>Identify explorers and inventors who made significant contributions to national or international achievements and provide some reasons for their choice. | Pupils can explain why some aspects of historical accounts, themes or periods are significant.<br><br>**For example:**<br>Provide some explanation about the significance of the Roman empire expanding. | Pupils can explain reasons why particular aspects of a historical event, development, society or person were of particular significance.<br><br>**For example:**<br>Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.<br><br>Critically evaluate the achievements of Islam in many areas of society, and their legacy today. |

| **Historical Interpretation** | | | |
|---|---|---|---|
| EYFS | KS1 | LkS2 | UkS2 |
| Enjoy a range of books and stories and describe events in some detail.<br><br>Begin to create accounts from the past | Identify different ways in which the past is represented. | Understand that different versions of the past may exist, giving some reasons for this.<br><br>Begin to evaluate the usefulness of different sources, looking at the evidence available. | Understand how our knowledge of the past is constructed from a range of sources. |
| **Outcomes** | | | |
| Pupils can retell stories using their own language<br><br>**For example:**<br>Using props to retell a known story in their own words<br><br>Give an oral recount of something that has happened in the past/ a family member has told them.<br><br>Pupils can compare illustrations of the same story<br><br>**For example**<br>Giving preferences and reasons about story book illustrations. | Pupils can compare pictures or photographs of people or events in the past and discuss the reliability of them<br><br>**For example:**<br>Identify explorers and inventors who made significant contributions to national or international achievements and provide some reasons for their choice. | Pupils can comment on a range of possible reasons for differences in several accounts<br><br>**For example:**<br>Explain how and why there were different viewpoints about the legacy of the Roman Empire | Pupils can explain how and why it is possible to have different interpretations of the same event or person<br><br>**For example:**<br>Recognise and explain how and why there could be different interpretations about Athenian and Spartan societies. |

| **Evidential enquiry** | | | |
|---|---|---|---|
| EYFS | KS1 | LkS2 | UkS2 |
| Explain own knowledge and understanding by asking and answering appropriate questions. | Ask and answer questions.<br>Choose and use parts of stories and other sources to show that they know and understand key features of events.<br><br>Use a wide vocabulary of everyday historical terms. | Construct informed responses that involve thoughtful selection and organisation.<br><br>Develop appropriate use of historical terms. | Understand how our knowledge of the past is constructed from a range of sources.<br><br>Develop appropriate use of historical terms. |
| **Outcomes** | | | |
| Shows curiosity about people and shows interest in stories shared.<br><br>Shows curiosity about people and shows interest in stories shared.<br><br>**For example**<br>Answering "how" and "why" questions in response to stories or events.<br><br>Drawing out common themes from stories.<br><br>**For example**<br>Discussing the book "Be gentle" and the theme of kindness. | Pupils can plan questions and produce answers to a few historical enquiries using historical terminology.<br><br>**For example:**<br>Use historical terminology when asking and answering questions.<br><br>Ask and answer questions about changes within living memory – specifically toys<br><br>Plan and find information needed to write about an explorer who made contribution to national and international achievements | Pupils can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.<br><br>**For example:**<br>Use historical terminology correctly when asking and answering questions.<br><br>Can use a number of sources when answering questions about the legacy of the Roman Empire.<br><br>Can use a range of sources to investigate achievements of Ancient Egypt and Stone Age. | Pupils can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.<br><br>**For example:**<br>Independently pose a series of questions to investigate the impact of the Blitz on Exeter, select appropriate evidence and use this to produce a valid conclusion. |

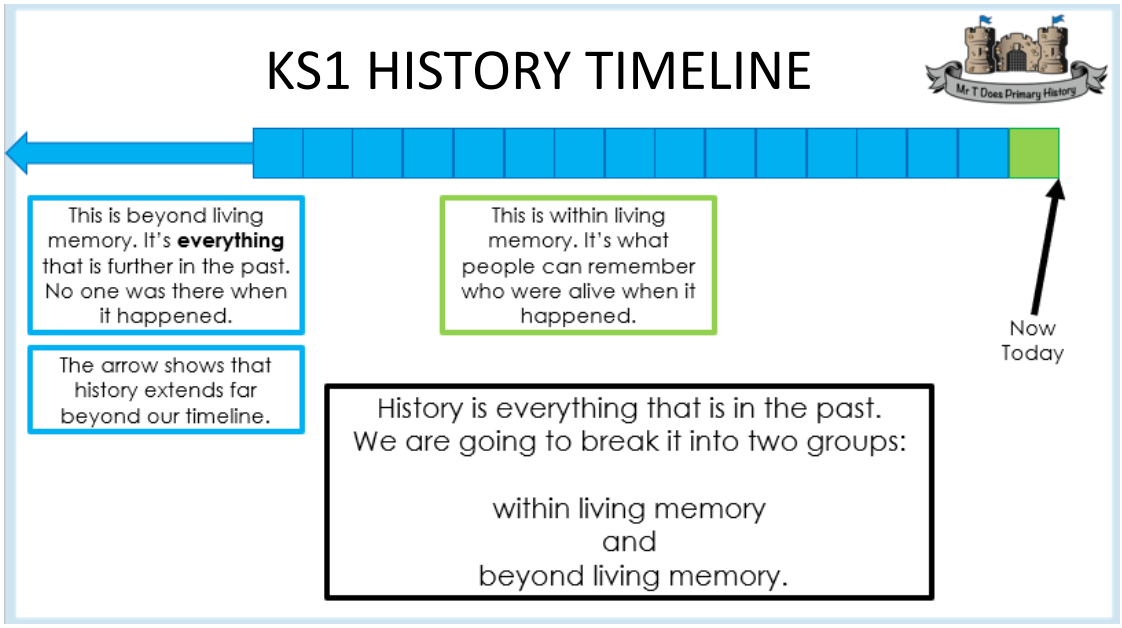
| **Using sources as evidence** | | | |
|---|---|---|---|
| EYFS | KS1 | LkS2 | UkS2 |
| Comment on images of familiar situations in the past. | Understand some of the ways in which they find out about the past and identify different ways in which it is represented. | Understand how our knowledge of the past is constructed from a range of sources.<br><br>Use a range of sources to build up a pictures of the past. | Understand how our knowledge of the past is constructed from a range of sources.<br><br>Understand that some sources are more reliable than others. |
| **Outcomes** | | | |
| Pupils can talk about some of the things they have observed, question why things happen and give simple explanations.<br><br>**For example:**<br>Talk about photo from first day of school explaining what they can see and changes that have happened since then.<br><br>Talk about a photo from a holiday explaining what they were wearing and why. | Pupils can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.<br><br>**For example:**<br>Choose several different sources to select information about how Sidmouth beach has developed through time | Pupils can recognise possible uses of a range of sources for answering historical enquiries.<br><br>**For example:**<br>Use a range of sources to compare the achievements of farming in Ancient Egypt to that of the Stone Age.<br><br>Use a range of sources to explain the changes in society during the Stone Age. | Pupils can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.<br><br>**For example:**<br>Select evidence that supports their judgements of how the war affected the local area. |

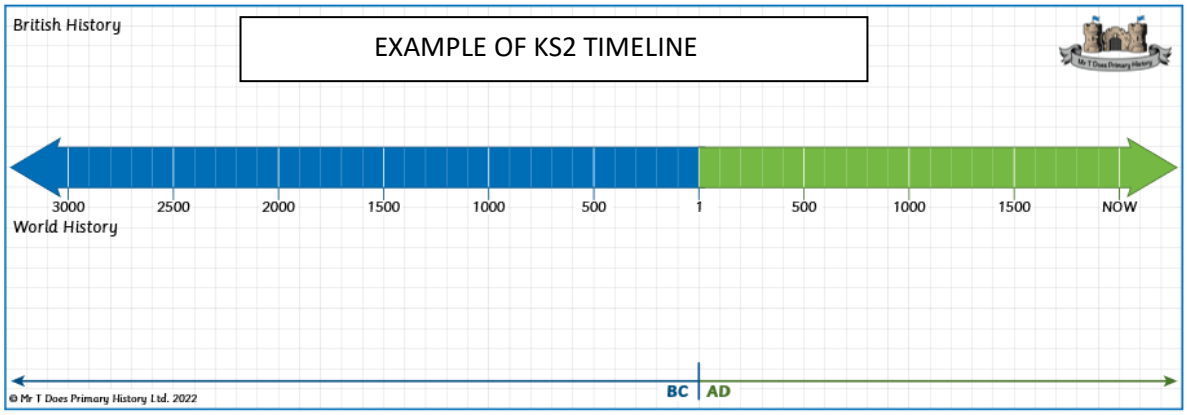
# Timelines

A timeline is a graphic representation. It can be used to show trends over time and not just dates. To support pupil cognitive load, we adhere to these guiding principles when using timelines throughout Tipton St John C of E Primary School:

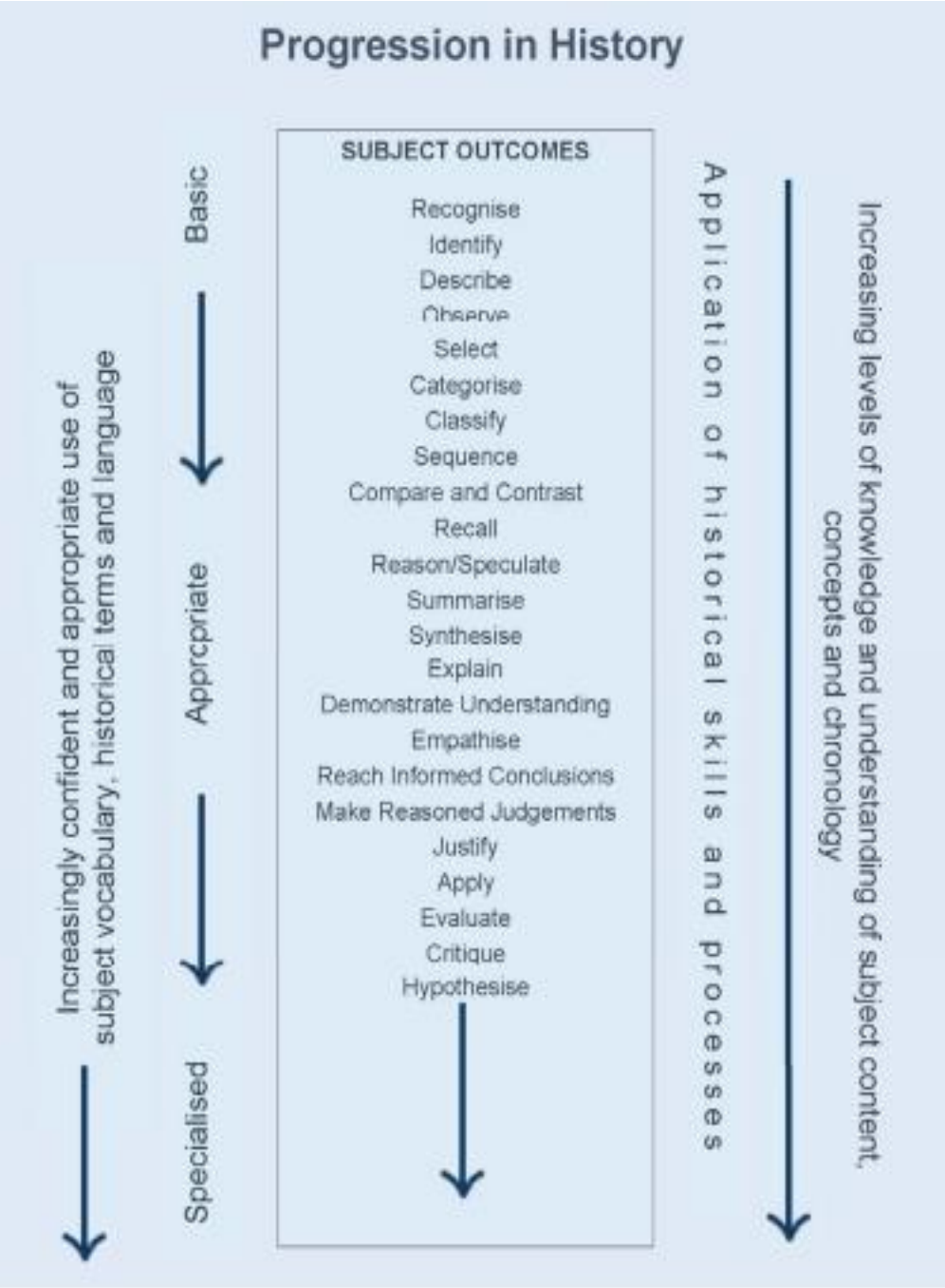
1) Visual simplicity – colour coded for significant elements eg BC/AD.
2) Mathematically underpinned – blocks to represent any duration of time
3) Using timelines alongside maps
4) Timelines are used to develop and deepen understanding of key concepts
5) Teachers take every opportunity to narrate the overall narrative of the taught curriculum and the internal narrative of the life, period/event being studied at that point in time.
6) Teachers ensure chronological position is clear to tie new learning into existing knowledge

Example of timeline:



## Enquiry Questions




Each learning sequence in our history curriculum has an overarching enquiry question. To scaffold staff, to ensure they support the development of pupil generative knowledge (being able to learn more, do more and remember more). Tipton St John C of E Primary School is guided by the David Weatherly vocabulary progression in history, when developing overarching learning sequence enquiry questions.