



Skills & Knowledge Progression: History

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Purpose of study 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.</p> <p>Aims The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 	<p>At Bayford School, we want our children to have a deep understanding of history by the time they leave us. We aim to develop an interest and awareness of the past and to help all pupils understand the impact individuals, groups and countries have had on society over time. We aim to foster a sense of identity through learning about the development of Britain, Europe and the World and how this has shaped our lives in the world we live in today.</p> <p>By the time our children leave Bayford School, they should have developed a deep understanding of history and be able to put historical events into context and order. They should understand how and why events in the past have shaped the modern world and our place within it. They will have had first-hand experiences of handling objects and artefacts and visiting significant places, so that history can come to life for them.</p> <p>In order to do all of that, our children need access to a rich and carefully structured history curriculum. We feel we have chosen topics that the children will find interesting and engaging and our choice of significant figures helps develop an understanding of why history is so important and where we can, compare it to events happening today.</p> <p>Bayford is a small rural, Church of England school in Hertfordshire. It was, therefore, considered important to develop a culturally rich curriculum. In Years 1 and 2 the children explore a variety of major historical events and figures who have profound impacts on modern life; such as The Great Fire of London, Florence Nightingale and Mary Seacole. They visit the nearby museum at Mill Green to support their learning about the Great Fire of London; and The tower of London when learning about Guy Fawkes, so that they can be immersed in historical learning.</p> <p>Moving through Key Stage 2, the focus moves to building up a picture of historical events, including the Stone Age, Iron Age, the Romans, Anglo Saxon settlement and Viking invasions. Alongside this, children also learn about events and changes in the world beyond our shores, including the Ancient Egyptians and the Ancient Greeks and a key turning point in more modern history (the Battle of Britain).</p> <p>Years 3 and 4, children visit the Verulamium in St Albans as part of their Romans topic to see how they have influenced life today; they learn to spot which roads were originally Roman roads. Our Year 5 and 6 children study the history of the census as part of their Victorian topic and look at how it has changed over time, in particular the type of jobs as Bayford is surrounded by countryside and now has strong travel links to London.</p> <p>At Bayford we are committed to providing learning experiences outside the classroom. We are lucky to be able to go on so many visits with strong cross curricular links. We have a Forest School area in our school grounds where children can practise historical skills such as building Roman roads and making Viking longships. The children are also supported to make Iron Age tools using traditional and age appropriate methods.</p> <p>The curriculum at Bayford School takes our children on a chronological journey, we are constantly developing their sense of historical order, as well as equipping our children with the skills of questioning, enquiry, evaluation and interpretation, all of which are needed to be a good historian.</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Communication and language</p> <ul style="list-style-type: none"> - Express themselves effectively, showing awareness of listeners' needs. - Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. <p>Understanding the World</p> <ul style="list-style-type: none"> - Remember and talk about significant events in their own experience. - Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Art - Exploring art from the period of history being studied / famous artists from this time and using this to inspire own work</p> <p>RE - The history of major religions, the link between their spread / change and global events (e.g. the spread of Christianity in the Roman Empire), religious beliefs of ancient peoples (e.g. Egyptians & Mayans).</p> <p>DT - Constructing models and replicas of buildings, vehicles or armour from the past.</p> <p>Science - The lives and impact of famous scientists.</p> <p>English - Reading for research, particularly original documents & writing to present and share findings.</p> <p>Geography - Understanding the history of countries will almost always link to their human and physical geography e.g. rivers topic links to learning about Ancient Egypt when considering the importance of the Nile.</p>	<ul style="list-style-type: none"> - Visit significant national museums (e.g. British Museum, Imperial War Museum, Science Museum). - Explore local museums to develop a stronger link to topics being studied e.g. Hert Museum, Mill Green Museum - Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them. - Experience what life was like in the more distant past through trips and themed days e.g. Celtic Harmony Camp - Meet professional historians and talk to them about how they piece together clues to form a more complete picture of the past.

Skills Progression: History

Year	Chronological Understanding	Vocabulary	Questioning	Knowledge/ Fieldwork
<p>1&2</p>	<p>Pupils can compare two events, saying which one is first.</p> <p>Pupils are beginning to understand timelines.</p> <p>Pupils may begin to make simple links between areas of study.</p> <p>Pupils can mostly accurately order events they have learnt about from furthest away to most recent.</p> <p>Pupils can draw timelines.</p> <p>Pupils can make some comparisons between areas of study, identifying some similarities between them.</p> <p>Pupils can make some comparisons between areas of study, identifying some differences between them.</p>	<p>Pupils can use names and places that link to areas of study.</p> <p>Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago.</p> <p>Pupils can remember and use names and words specific to areas of study.</p> <p>Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries.</p>	<p>Pupils are beginning to ask simple questions when they are unsure.</p> <p>Pupils are answering questions verbally related to an area of study with increasing accuracy.</p> <p>Pupils can ask simple questions when they are unsure.</p> <p>Pupils can accurately answer most simple questions related to an area of study.</p> <p>Pupils can sometimes justify their answers using sources or stories.</p>	<p>Pupils can remember some key events about the areas they have studied.</p> <p>Pupils can remember some key events about the areas they have studied.</p> <p>Pupils can consider how we know about past events.</p> <p>Pupils know they can find historical information in books.</p>
<p>3 & 4</p>	<p>Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline.</p>	<p>Pupils can remember and use names and words from the areas they have studied.</p> <p>Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and</p>	<p>Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding.</p>	<p>Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding.</p>

	<p>Pupils can generally make links between areas of history they have studied in Year 3 and previously.</p> <p>Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them.</p> <p>Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline.</p> <p>Pupils can make links between areas of history they have studied, identifying similarities between them.</p> <p>Pupils can make links between areas of history they have studied, identifying differences between them.</p>	<p>phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p>Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisations etc.</p> <p>Pupils can remember and use names and words from the areas they have studied as well as remembering from previous study.</p> <p>Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p>Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p>	<p>Pupils are generally able to answer questions accurately related to the area of study.</p> <p>Pupils can generally use sources to justify their answers.</p> <p>Pupils can ask questions to develop their understanding.</p> <p>Pupils are able to answer questions accurately most of the time related to areas of study.</p> <p>Pupils can use sources to justify their answers and are beginning to organise their responses.</p>	<p>Pupils are generally able to answer questions accurately related to the area of study.</p> <p>Pupils can generally use sources to justify their answers.</p> <p>Pupils remember key facts and information from areas of study in Year 4 and previously.</p> <p>Pupils can identify at least two ways we gather information.</p> <p>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips.</p>
<p>5 & 6</p>	<p>Pupils generally have a secure knowledge of chronology and mostly accurate in placing a range of historical events from around the world on a timeline.</p> <p>Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history.</p> <p>Pupils can make some comparisons between historical periods, identifying similarities and differences between them.</p> <p>Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurate in placing a range of historical events from around the world on a timeline.</p> <p>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history.</p> <p>Pupils can compare a range of historical periods, identifying differences between them.</p> <p>Pupils can identify some trends over time, identifying how ideas have been continued/ developed.</p>	<p>Pupils can generally remember and use names and words from the areas they have studied.</p> <p>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p>Pupils generally understand some words related to history in general as well as periods of history.</p> <p>Pupils can remember and use names and words from the areas they have studied over the years.</p> <p>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p>Pupils generally understand some words related to history in general as well as periods of history.</p>	<p>Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said.</p> <p>Pupils are increasingly challenging sources of information.</p> <p>Pupils show some purposeful selection about information they wish to include in responses.</p> <p>Pupils show some organisation of information that is purposeful for responding to or asking questions.</p> <p>Pupils can ask questions, creating questions that develop understanding about change, cause and significance.</p> <p>Pupils can challenge sources, questioning the validity of these.</p> <p>Pupils can make purposeful decisions about information to include when forming responses to questions.</p> <p>Pupils can organise information purposefully when responding to or asking questions.</p>	<p>Pupils remember most key facts and information from areas of study.</p> <p>Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</p> <p>Pupils are confident in using two different sources to gather information e.g. books, internet, visual clips, film clips.</p> <p>Pupils have strong knowledge about historical events, from local history to world history.</p> <p>Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</p> <p>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc</p>

History: Curriculum covered at Bayford Primary School

KS1 (Class 1 – Year 1 & 2) Rolling Programme

Subject	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History	<ul style="list-style-type: none"> • Gunpowder Plot 	<ul style="list-style-type: none"> • Toys Over Time 	<ul style="list-style-type: none"> • Famous People - Florence Nightingale and Mary Seacole 	<ul style="list-style-type: none"> • The Great Fire of London 	<ul style="list-style-type: none"> • Kings and Queens 	

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History		<ul style="list-style-type: none"> • Anglo Saxons and Scots 	<ul style="list-style-type: none"> • Vikings and Anglo-Saxon struggle • Leisure and Entertainment 		<ul style="list-style-type: none"> • Romans 	<ul style="list-style-type: none"> • Stone Age to Iron Age

Upper KS2 (Class 3 – Years 5 & 6) Rolling Programme

Subject	Year A			Year B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
History	<ul style="list-style-type: none"> • The Egyptians 		<ul style="list-style-type: none"> • Maya Civilisation • Ancient Greeks 	<ul style="list-style-type: none"> • World War I 	<ul style="list-style-type: none"> • World War II 	<ul style="list-style-type: none"> • The Victorians in Hertfordshire