



Progression of History



Intent

History is all around us. The study of history ignites children’s curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children can understand how the past influences the present.

History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.

With that in mind, our aim is to fulfil the requirement of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. “A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world” (The 2014 Primary National Curriculum in England).

In addition, given our location close to the city of York, which has many historical links to key periods of British history, we aim to ensure that History teaching at Ralph Butterfield School has a wide application to the immediate locality: teaching the children to enjoy learning about key periods of the past and to have a better understanding of the society in which they live.

The curriculum at Ralph Butterfield is intended to be progressive yet fully inclusive with pupils with special educational needs being supported in their learning through a variety of means (adult support, practical resources, peer support) and the more able pupils facing open ended tasks.

Year Groups	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>National curriculum</p>	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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 <p><u>From development matters and Birth to 5 matters:</u></p> <ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify</p>	<p>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. 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. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	

	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<p>different ways in which it is represented.</p>		
<p>Units</p>	<p>YR A Under the sea Let's celebrate Animals around the world In the garden Traditional tales Dinosaurs</p> <p>YR B People who help us Let's celebrate Food around the world Mini-beasts Traditional Tales Farms</p>	<p>YR A What life was like for my family... (Spring) - The Victorians - Changes over time toys/technology/fashion/transport</p> <p>Days that Shook the World (Summer) - Famous events and famous people - The Great Fire of London - Neil Armstrong and Christopher Columbus</p> <p>YR B Forever Changing (Spring) - Famous events and famous people - Florence Nightingale and the Crimean War</p> <p>On our Doorstep (Summer) - Local study of York and local famous people - History of Nestle/chocolate</p>	<p>YR A All wrapped up! (Autumn) - Ancient Egyptians</p> <p>Dig For Victory! (Summer) - World War Two</p> <p>YR B From Flint to Iron (Autumn) - Stone Age to Iron Age</p> <p>Revolutionary Romans (Spring 2 into Summer 1) - Roman Empire and impact on Britain - Including local history, Romans in York.</p>	<p>YR A "All Change" (Autumn) - Industrial Revolution</p> <p>The Olympics are coming! (Summer) - Ancient Greece</p> <p>YR B Visitors from across the water (Autumn) - Anglo-Saxons and Vikings - Including local history, Vikings in York -</p> <p>Vamos a Mexico! (Summer) - Study of non-European civilization – Mayans</p>

Objectives	All skills will be taught in both year A and in year B.			
Chronology	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling • Talks about past and present events in their own life and in the lives of family members • Describes main story settings, events and principal characters in increasing detail (reading) • Is increasingly able to order and sequence events using everyday language related to time (maths) • Beginning to experience measuring time with timers and calendars (maths) 	<ul style="list-style-type: none"> • Recognise the distinction between past and present. • Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. • Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. • Order and sequence events and objects. • Recognise that their own lives are similar and / or different from the lives of people in the past. • Use common words and phrases concerned with the passing of time. 	<ul style="list-style-type: none"> • Use some dates and historical terms when ordering events and objects. • Demonstrate awareness that the past can be divided into different periods of time. • Explore trends and changes over time. • Use dates and historical terms when ordering events and objects. • Identify where people and events fit into a chronological framework. • Explore links and contrasts within and across different periods of time. 	<ul style="list-style-type: none"> • Use dates and appropriate historical terms to sequence events and periods of time. • Identify where people, places and periods of time fit into a chronological framework. • Describe links and contrasts within and across different periods of time including short-term and long-term time scales. • Use dates and a wide range of historical terms when sequencing events and periods of time. • Develop chronologically secure knowledge of the events and periods of time studied. • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.
Knowledge	<ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members • Know some similarities and differences between things in the past and now, drawing on their 	<ul style="list-style-type: none"> • Retell some events from beyond their living memory which are significant nationally or globally. • Describe some changes within their living memory (including aspects of national life where appropriate). 	<ul style="list-style-type: none"> • Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. • Describe some aspects of the Roman Empire 	<ul style="list-style-type: none"> • Describe some aspects of Britain's settlement by Anglo-Saxons and Scots and by Vikings • Demonstrate knowledge of an Ancient civilisation including daily life and

	<p>experiences and what has been read in class</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<ul style="list-style-type: none"> • Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. • Develop awareness of significant historical events, people and places in their own locality 	<p>and recognise the impact of the Romans on Britain</p> <ul style="list-style-type: none"> • Demonstrate knowledge of aspects of history significant in their locality. • Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. • Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. • Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 (WW2) 	<p>achievements and their influence on the western world. Ancient Greece</p> <ul style="list-style-type: none"> • Describe key aspects of a non-European society such as the early Islamic civilisation. Mayans • Describe aspects of the Anglo-Saxon kingdom of England and of the Viking settlement of Britain • Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 (industrial revolution)
<p>Enquiry</p>	<ul style="list-style-type: none"> • Making links and noticing patterns in their experience (Characteristics of effective learning skill) • Enjoys joining in with family customs and routines 	<ul style="list-style-type: none"> • Make simple observations about different people, events, beliefs and communities. • Use sources to answer simple questions about the past. • Identify some of the basic ways in which the past can be represented. • Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> • Use sources to address historically valid questions. • Recognise that our knowledge of the past is constructed from different sources of evidence. • Recognise that different versions of past events may exist. • Describe some of the ways the past can be represented. 	<ul style="list-style-type: none"> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate sources and make simple inferences. • Choose relevant sources of evidence to support particular lines of enquiry.

		<ul style="list-style-type: none"> • Ask and answer simple questions about the past through observing and handling a range of sources. • Consider why things may change over time. • Recognise some basic reasons why people in the past acted as they did. • Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses. • Recognise how sources of evidence are used to make historical claims. • Recognise why some events happened and what happened as a result • Identify historically significant people and events in different situations 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions and hypotheses. • Give some reasons for contrasting arguments and interpretations of the past. • Describe the impact of historical events and changes. • Recognise that some events, people and changes are judged as more significant than other
<p>Communication</p>	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society 	<ul style="list-style-type: none"> • Describe special or significant events. • Retell simple stories or events from the past. • Use simple historical terms • Talk about what / who was significant in simple historical accounts. • Demonstrate simple historical concepts and events through role-play, drawing and writing. • Use a variety of simple historical terms and concepts. 	<ul style="list-style-type: none"> • Discuss some historical events, issues, connections and changes. • Select and organise historical information to present in a range of ways. • Use relevant historical terms and vocabulary linked to chronology. • Discuss significant aspects of, and connections between, different historical events. • Select and organise relevant historical information to present in a range of ways. • Use relevant and appropriate historical 	<ul style="list-style-type: none"> • Discuss and debate historical issues. • Use appropriate vocabulary when discussing and describing historical events. • Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. • Choose relevant ways to communicate historical findings. • Use appropriate vocabulary when discussing and debating historical issues

			terms and vocabulary linked to chronology	<ul style="list-style-type: none">• Acknowledge contrasting evidence and opinions describing and explaining historical events.• Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.• Choose the most appropriate way of communicating different historical findings
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