



Progression of Skills in History at MPS



Intent

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies and epochs. At Mickleover Primary School, students will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital (which is defined as: "the essential knowledge that children need to be educated citizens" [p31 **Ofsted** EY Inspection Handbook]), understanding of the world around them and their own heritage. History at Mickleover Primary aims to be ambitious and motivating. Ambitious-through our coverage of History and thorough teaching of Historical skills. Motivating- through engaging activities, trips and visitors that give all students an opportunity to question the past.

At Mickleover Primary School, we have designed our History curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of History
- To discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames, across themes and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past
- Key historical characters

Implementation

In order for children to know more and remember more in each area of history studied, there should be a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. It. Revision should become part of good practice and will ultimately help build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson plans and resources should aim to help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary should be built into each lesson. This vocabulary can be included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. A variety of other resources such as artefacts, the internet, museum visits/ field trips and visitors to school will also be used to enhance historical learning and understanding. Accurate historical subject knowledge on the part of the staff is important in order to confidently teach the subject matter

Impact

Children will become increasingly critical and analytical within their thinking, making informed and balanced judgements based on their knowledge of the past. They will become increasingly aware of how historical events have shaped the world that they currently live in. They will also have a further understanding of History on a local level and on a small-scale. Children will develop enquiry skills to pursue their own interests within a topic and further questioning. Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.

Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

We will measure the impact of the history curriculum using a variety of different forms:

- Summative assessment at the end of topics and recording on curriculum assessment grids,
- Pupil discussions about their learning
- Book scrutinies and monitoring
- Marking



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Strand	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Talk about the lives of people around them and their roles in society.	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from Distinctly different periods of time.</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from periods studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD and BCE/CE</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on a time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>



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Range and depth of historical knowledge	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Find out about everyday lives of people in times studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in times studied</p> <p>Identify key features and events of times studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
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Interpretations of history	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions Of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons, tomb paintings, newspapers etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use textbooks and historical knowledge</p> <p>Use a wide variety of sources; written, pictorial, virtual</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>
Historical enquiry	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>



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Organisation and communication		Communicate their knowledge by: <ul style="list-style-type: none">• Discussion• Drawing pictures• Drama/role play.• Making models. Writing.• Using IT	Communicate their knowledge by: <ul style="list-style-type: none">• Discussion• Drawing pictures• Drama/ role play• Making models• Writing• Using IT	Recall, select and organise historical information Communicate their knowledge and understanding	Recall, select and organise historical information Communicate their knowledge and understanding	Select and organise information to produce structured work, making appropriate use of dates and terms.
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