



*Bishop Cornish CE VA Primary School*  
*History*  
*Progression Map*



## **Intent**

At Bishop Cornish we pride ourselves in planning and delivering a broad and balanced curriculum, ensuring that its delivery is exciting, interactive and enables children to 'build memories.' It is bespoke to the needs of the children, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom and promote a life-long love of learning. We are fortunate that our learning environment allows us to use the outdoors as much as possible and this enhances the children's experiences. Outdoor learning is integral to all subjects – core and foundation. Creative ways are found by the teaching staff to design active opportunities to learn. Our Curriculum has been planned to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

## **Ultimately our curriculum is intended to:**

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

As educators, we understand the importance of mental health, and aim to create emotionally sound, resilient and well-regulated children. Our curriculum aims to do this using the model of 'PLACE' –being Playful, Loving, Accepting, Curious and Empathic. This way of thinking, feeling, communicating and behaving aims to make each child feel safe and happy, enabling them not only to learn, but to develop a love of learning.

We set the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We foster creativity in our children, and to help them become independent learners. Above all we believe in making learning enjoyable, motivating, fun and purposeful!

## **Implementation**

In order for children to know more and remember more in each area of history studied, prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, planning and resources help pupils build on prior knowledge alongside introducing new skills and challenge. History topics are planned and taught in appropriate, structured steps, which are delivered in creative and stimulating ways to capture children's imaginations, aiming to create memory and learning-rich experiences. Revision and introduction of key vocabulary is built into knowledge organisers and taught and referred to throughout lessons and at other relevant times. Where appropriate, this vocabulary is included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Through these lessons and experiences, we intend to inspire all pupils and teachers to develop a love of history, see how it has shaped the world they live in, and a thirst to find out more!

## **Impact**

The learning environment across the school will inspire children and support them in remembering key historical facts, people, places, vocabulary and through shared key stage time-lines, pupils will be able to make connections to periods of history, in the British Isles and worldwide. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks where appropriate and opportunities for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, 'BIG questions,' child-led assessments such as quizzes and games, as well as summative assessments to inform planning.

## Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

### Understanding the World

#### **ELG: Past and present**

**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;**

- 'This is me' topic – talking about their families and their own life story
- Discussing events that happened before they were born
- 'What makes a superhero?' topic – learning about real life 'superheroes' in our community
- Visits from Fire service, Police, RNLI
- Learning about the emergency services, doctors, nurses, air ambulance, guide dogs
- Children explore pictures, stories, and artefacts from familiar situations in the past, identifying similarities and differences.
- 'Dinosaurs' topic – exploring changes in the world. Dinosaur den and museum role play area
- R.E. topics – reading about and talking about the past, Nativity role play, celebrations through different cultures (past and now)
- Celebrating events related to the past, including Remembrance and Bonfire Night
- Comparing and contrasting characters from stories and figures from the past through sharing books, images, songs, role play
- Understanding of 'past' and how things differed in the past through stories, characters and events encountered in non-fiction and fiction books read in class.

## **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.

## **The National Curriculum for subject aims to ensure that all pupils by the end of Year 6:**

- 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 History – key stages 1 and 2
- 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.

### Key Stage 1 National Curriculum Expectations

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 different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
  - events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
  - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

### Key Stage 2 National Curriculum Expectations

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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization (Yr6)** c. AD 900; Benin (West Africa) c. AD 900-1300.

Concepts	KS1	LKS2	UKS2
<b>Historical Interpretations</b>	<p><b>KS1 History National Curriculum</b>  Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• observe and use pictures, photographs and artefacts to find out about the past;</li> <li>• start to use stories or accounts to distinguish between fact and fiction;</li> <li>• explain that there are different types of evidence and sources that can be used to help represent the past eg. photographs, paintings, artefacts and written accounts.</li> </ul>	<p><b>KS2 History National Curriculum</b>  Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• look at more than two versions of the same event or story in history and identify differences;</li> <li>• investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p><b>KS2 History National Curriculum</b>  Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• find and analyse a wide range of evidence about the past;</li> <li>• use evidence to offer some clear reasons for different interpretations of events where appropriate, linking this to factual understanding about the past;</li> <li>• consider different ways of checking the accuracy of interpretations of the past using a range of sources, for example: artefacts, reliable web sources, specialist visitors, data;</li> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>• show an awareness of the concept of propaganda (WW2 Year 6);</li> <li>• know that people in the past represent events or ideas in a way that may be to persuade others (WW2 Year 6);</li> <li>• begin to evaluate the usefulness of different sources.</li> </ul>

**KS1 History National Curriculum**

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- observe or handle evidence to ask simple questions about the past;
- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations, eg. Victorian artefacts
- choose and select evidence and say how it can be used to find out about the past.

**KS2 History National Curriculum**

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- use a range of sources to find out about the past e.g. Stonehenge, River Nile
- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information eg. Process of mummification
- gather more detail from sources such as maps to build up a clearer picture of the past eg. Roman Empire
- regularly address and sometimes devise own questions to find answers about the past;
- begin to undertake their own research (beginning in Y3 and building on in Y4) eg, Uses of the River Nile

**KS2 History National Curriculum**

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- recognise when they are using primary and secondary sources of information to investigate the past;
- use a wide range of different ways to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;
- select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- investigate their own lines of enquiry by posing historically valid questions to answer.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Chronological Understanding</b></p>	<p><b>KS1 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>describe memories and changes that have happened in their own lives;</li> <li>sequence events from earliest to latest on simple timelines;</li> <li>find events that that they have learnt about in this Key Stage, on a timeline, and begin to talk about where these fit chronologically in relation to each other</li> <li>use words and phrases such as: old, new, earliest, latest, past, present, future, modern, before, after to show the passing of time.</li> </ul>	<p><b>KS2 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>sequence several events or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p><b>KS2 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>order an increasing number of significant events within a period or era, placing movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>understand how some historical events/periods occurred alongside in different locations, e.g. The Tudor dynasty and the Spanish conquistadors invading the Incas of Peru (Year 6)</li> </ul>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p>	<p><b>KS1 History National Curriculum</b> Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>	<p><b>KS2 History National Curriculum</b> Children should note connections, contrasts and trends over time.</p>



Children can:

- recognise some similarities and differences between the past and the present;
- identify similarities and differences between ways of life in different periods;
- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did;
- describe significant individuals from the past.

**Year 1:**

- Space (Yuri Gagarin, Neil Armstrong, Tim Peake, Helen Sharman), Columbus, Pirates (Blackbeard), Francis Drake, Guy Fawkes, Mary Newman, Remembrance – WW1 and WW2

**Year 2:**

- Great Fire of London (Samuel Pepys), Wright Brothers, Victorians (Queen Victoria, Brunel, Florence Nightingale, Mary Seacole, William Morris), Queen Elizabeth II, Nelson Mandela.

Children can:

- note key changes over a period of time and be able to give reasons for those changes;
- find out about the everyday lives of people in time studied compared with our life today;
- explain how people and events in the past have influenced life today eg. The legacy of Roman Britain
- identify key features, aspects and events of the time studied;
- describe connections and contrasts between aspects of history, people, events and artefacts studied.

**Year 3:**

- Captivating Cornwall (local History study) Anne Glanville, Stone Age to Iron Age,

**Year 4:**

- Roman Empire (Caesar), Roman & Celtic Britain (Boudicca) Ancient Egypt (Tutankhamun, Howard Carter)

Children can:

- identify and note connections, contrasts and trends over time in the everyday lives of people;
- use appropriate historical terms such as culture, religious, social, economic and political when describing the past;
- examine causes and results of great events and the impact these had on people, such as reformation, WW2, Holocaust;
- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

**Year 5:**

- Ancient Greece, Anglo Saxons, Scots and Vikings
- Year 6:
- Tudor England, WW2, Mayans

**KS1 History National Curriculum**

Pupils should use a wide vocabulary of everyday historical terms.

Children can:

- show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;
- talk, write and draw about things from the past, eg. Victorian artefacts
- use historical vocabulary to retell simple stories about the past;
- use drama/role play to communicate their knowledge about the past, eg. Roleplaying watching the first flight

**KS2 History National Curriculum**

Pupils should develop the appropriate use of historical terms.

Children can:

- use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
- present, communicate and organise ideas about the past using models (stone age homes, Stonehenge, Bell Beaker pottery etc.), drama role play and different genres of writing including letters (Roman soldiers), recounts, poems (Egyptian poetry), adverts, diaries (Roman soldier, Howard Carter), posters and guides, explanation texts (mummification)
- start to present ideas based on their own research about a studied period.

**KS2 History National Curriculum**

Pupils should develop the appropriate use of historical terms.

Children can:

- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious (Democracy part of Ancient Greece Year 5).
- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;
- plan and present a self-directed project or research about the studied period as part of WW2/Cornwall local history.