



Ashton Hayes Primary School History Curriculum Progression



In Early Years (Reception), there isn't a separate 'History' element to the curriculum. It comes under the children's Understanding the World ELGs. The history will allow children to talk about past and present events in their own lives. IN EYFS, children will be introduced to the concept of chronology through seasonal change. They will understand time passing through seasons and days etc. They will sequence relevant events/experiences in their own lives.

The children may very well be exposed to more 'history' learning in other aspects of their curriculum but this is very much the foundation of chronological understanding.

Chronology and the Aims of the History Curriculum

At Ashton Hayes, we understand that there is much more than just facts to teach to fully embrace what makes the past come to life and history shine as a subject. The aims add to this content to include the key concepts that children need to understand. Chronology features heavily in these, which reaffirms its role as central to every history curriculum. The aims with a chronological element are listed below with an explanation of how they relate to children understanding the chronology of the past as more than just an isolated sequencing task.

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Sequence events in their life – understand, on a timeline, 'Within living memory'</p> <p>Sequence three or four 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>Describe events, on a timeline, beyond living memory and explain the difference to within living memory</p>	<p>Place the time studied on a timeline</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 period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p> <p>Can use specific chronological terms accurately</p> <p>Can construct and explain timelines (scale, duration, interval)</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>Can construct and compare concurrent timelines</p>	<p>Place current study on timeline in relation to other studies and sequence up to ten events on a timeline</p> <p>Can identify links between local, national and world picture during topics</p> <p>Use relevant dates and terms</p> <p>Can place history topics into a coherent framework (narrative) and explain links between periods</p>



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	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range and Depth of Historical Knowledge	<p>Recognise the difference between past and present in their own and others' lives</p> <p>To 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 time studied</p> <p>Compare with our life today 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 time studied</p> <p>Identify key features and events of time 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>
Interpretations of History	<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 the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</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>



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	KS1		KS2			
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			Look at representations of the period – museum, cartoons etc.			Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical Enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and Communication	Communicate knowledge through: <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role play.. • Making models.... • Writing.. • Using ICT... 			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.



<i>Concepts linked to Chronology</i>	
<i>Continuity and Change</i>	<i>Continuity is where things remain the same or relatively unchanged over time. Change is the opposite.</i>
<i>Cause and Consequence (effect)</i>	<i>What causes made an event happen and what were the consequences of said event.</i>
<i>Similarity and difference</i>	<i>How an aspect of the past at a similar point in time is the same or different. This can be used to compare different cultures, civilisations or people.</i>
<i>Significance</i>	<i>A person, idea or event has a long-lasting impact on the world. They do not have to be positive impacts to be significant. Ian Dawson's criteria for significance is the model used through school:</i> <ul style="list-style-type: none"><i>• Changed events at the time they lived</i><i>• Affected many lives by improving them or making them worse</i><i>• Changed people's lives</i><i>• Had a lasting impact on their country or the world</i><i>• Had been a really good/bad example to people of how to live and behave</i>



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<i>Key Stage 1 – Key Chronological Vocabulary</i>	
<p><i>These terms are taught during chronology focused history lessons to allow children to explore the timelines as it's created and understand the concept of duration of time. We focus on explaining that the terms explain different amounts of time into the past. This is combined with looking at calendars and weekly and daily timetables in the classroom as well.</i></p> <p><i>In addition, we use these terms across the curriculum, especially during English lessons, focusing on narrative writing to reinforce their use to show time passing.</i></p>	<p><i>Yesterday</i> <i>A week ago</i> <i>Last month</i> <i>Then</i> <i>Next</i> <i>After</i> <i>Before</i> <i>Past</i> <i>Present</i> <i>Living memory and (Beyond living memory)</i> <i>Recent memory</i> <i>Further in the past</i></p>
<p><i>These terms are carefully mapped to tie into the unit of history that is being taught. Those studied which fall within living memory lend themselves more directly to using the terms decade, year etc.</i></p> <p><i>During Year 2, we introduce the children to a century if their understanding of place value is sufficient that they can identify the link a century with the concept of 100.</i></p>	<p><i>Day</i> <i>Week</i> <i>Month</i> <i>Year</i> <i>Decade</i> <i>Century</i></p>



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<i>Key Stage 2 – Key Chronological Vocabulary</i>	
<p><i>Because of the shift in emphasis, we teach children what a period of history is and learning is now focused on a number of people, in a number of places, over a longer duration of time.</i></p> <p><i>BC and BCE represent the same period of time. It is the duration of time before Christians believe Jesus was born. BCE (Before Common Era) removes the Christian aspect and is seen in a number of resources. AD (Anno Domini) and CE also represent the same duration.</i></p> <p><i>*Children will have encountered in KS1 but taught more actively now to enable children to fully understand what a period of history is.</i></p>	<p><i>Period of history</i></p> <p><i>Duration*</i></p> <p><i>Scale *</i></p> <p><i>Interval*</i></p> <p><i>AD/CE</i></p> <p><i>BC/BCE</i></p> <p><i>Century</i></p> <p><i>Millenia</i></p> <p><i>Millennium</i></p>
<p><i>Concurrence is a concept that we explore through school but only when the children have a greater grounding of the previously listed vocabulary. The principle of periods of history running alongside each other and interacting is an important one for children to understand to create a more complete sense of narrative and access the idea of a local, national and world picture of history.</i></p>	<p><i>Concurrence</i></p> <p><i>Meanwhile</i></p>



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<i>Key Elements of Chronological Lessons</i>	
<i>Sequencing</i>	<i>The act of placing events, dates etc. in chronological order. These can be pictures, text boxes or artefacts. Children should be attempting to sequence in an age-appropriate way from EYFS.</i>
<i>Interval</i>	<i>The amount of time between certain events. It is easier to make these links if the events are related to one another. It is important to teach this actively to ensure children do not presume events follow immediately after each other.</i>
<i>Duration</i>	<i>The amount of time that something occurs for. This can be the duration of a person's life, an event or a period of history. Physically representing this is important to enable children to understand the scale of history as it is an abstract concept.</i>
<i>Scale</i>	<i>As seen in maths lessons, adding a scale to a timeline allows children to develop their chronological framework by understanding that historical events do not always occur next to each other (they can be many years apart). The subsequent skills require timelines to have a scale to be understood.</i>
<i>Overview</i>	<i>The chronological overview of each topic should be laid out at the beginning of each topic using a clear scale and relevant intervals or duration discussed as pertinent to the topic. It shows the main teaching points for that particular topic. In addition, over the course of Key Stage 1, the children should be able to identify where each of their history topics fit within a wider framework. This should be embedded in Key Stage 2 by understanding the chronological relationship of the different periods studied.</i>
<i>Depth</i>	<i>The opposite of the overview. Teaching certain events in much greater detail to allow children to understand the finer details of certain events. This should be done carefully and is not a replacement for the overview—it should be used in addition to it.</i>
<i>Concurrence</i>	<i>The principle that multiple timelines run alongside each other at the same time. This is particularly important when teaching periods of history to allow children to understand how they interrelate to each other. It is fundamental to children understanding the overall chronological narrative of history.</i>