Curriculum Knowledge & Skills Progression

HISTORY

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Hollinhey Primary School & Nursery History Skills & Knowledge Progression

At Hollinhey, we aim to foster pupils' curiosity about the past as they learn about the lives of people and communities in the past, in both Britain and the wider world. We want children to understand how history, relationships, cultures, religions and diverse societies from the past have shaped the present. In EYFS this is based upon the pupils' living experience and the experiences of those around them, leading to Year 1 and 2 when they look at events and significant people who have shaped the world around them. In KS2, pupils follow a chronological curriculum of British History including aspects of local study, alongside significant civilisations throughout the world. In Year 6 this progression of knowledge, understanding and historical concepts leads to a study with independent learning opportunities on a theme which extends beyond 1066.

At Hollinhey we place a focus on the disciplinary knowledge of:

- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the past
- Historical Language and Presentation of Ideas

We aim to develop historical skills such as asking perceptive questions, analysing evidence from primary and secondary sources, thinking critically and creating arguments for and against and debating ideas, investigating change and continuity and identifying historical significance. Our curriculum delivery is designed to promote a sense of chronology so that children develop a sense of history and when key events took place.

Hollinhey have decided upon three substantive concepts, which will be the 'golden thread of knowledge and understanding' that runs through most of the periods of study. These are **Settlements, Transport and Travel and Religion and Power.**

In order for children to know more and remember more in each area of history studied, there is 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. However, this is not to say that this structure should be followed rigidly: it 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, our lesson sequences help children build on prior knowledge alongside introducing new skills and challenge. We have suggested a specific series of lessons for each key stage, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning. The revision and introduction of key vocabulary is built into each lesson.

Historical Knowledge Journey

Year Group	Core Historical Knowledge	Curriculum Focus
EYFS	Personal chronology, change over time and understanding the past through stories and experiences	Birthdays, Traditional Tales, On the Beach.
Year 1	Understanding significant events beyond living memory, changes within living memory and local history.	Great Fire of London, Toys and Games, Local History.
Year 2	Understanding how significant people and events have shaped the world and comparing life across different periods.	Remembrance, Florence Nightingale and Mary Seacole, Explorers and the Moon Landing.
Year 3	Developing knowledge of prehistoric Britain and early civilisations. Understanding settlement, culture, belief systems and historical evidence.	Stone Age to Iron Age, Ancient Egypt.
Year 4	Exploring ancient civilisations, empire, democracy, religion and legacy. Understanding how past societies have influenced modern life.	Ancient Greece, Roman Britain.
Year 5	Understanding migration, invasion, settlement, power and local history. Exploring how Britain developed through periods of change and conflict.	Anglo-Saxons, Vikings, Macclesfield & the Silk Industry.
Year 6	Studying change and continuity over time, comparing societies and evaluating historical evidence and interpretation.	Crime and Punishment, Maya Civilisation.

Concept	How understanding develops
Settlements	Homes and communities → Skara Brae → Nile settlements → Greek city states → Roman towns → Anglo-Saxon villages → Maya city states
Transport and Travel	Personal journeys → Explorers → Nile transport → Greek trade → Roman roads → Viking longboats → Silk trade
Religion and Power	Stories and beliefs → Egyptian gods → Greek gods and democracy → Roman religion and empire → Christianity in Anglo-Saxon Britain → Maya hierarchy and beliefs

Curriculum Sequence

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Me and My Family** Understanding the World: past and present.	**Let's Explore Outside** Understanding the World: past and present.	**Animals in Winter** Understanding the World: past and present.	**Life Cycles** Understanding the World: past and present.	**Journeys and Transport** Understanding the World: past and present.	**My Garden** Understanding the World: past and present.
Reception	**All About Me** Understanding the World: past and present.	**Autumn and Celebrations** Understanding the World: past and present.	**Wonderful Water** Understanding the World: past and present.	**Things with Wings (Life Cycles)** Understanding the World: past and present.	**Journeys and Transport** Understanding the World: past and present.	**Amazing Animals** Understanding the World: past and present.
Nursery and Reception follow the EY2P curriculum. For more information see the EYFS Progression Document.						
Year 1		**The Great Fire of London** Events beyond living memory that are significant nationally or globally **Significant Figures**: Samuel Pepys & Christopher Wren	**Toys and Games** Changes within living memory.			**Local History: Sutton & Famous people- Whiston, Brindley, Hollinshead & Tunnicliffe** Significant historical events, people and places in their own locality
Year 2		**Remembrance** Significant historical events, people and places in their own locality	**Florence Nightingale Mary Seacole** The lives of significant individuals in the past who have contributed to national and international achievements	**Christopher Columbus, Neil Armstrong, Tim Peake** The lives of significant individuals in the past who have contributed to national and international achievements, to compare aspects of life in different periods. **The 1969 Moon Landing**: Events beyond living memory that are significant nationally or globally		
Year 3	**Stone Age to Iron Age** Changes in Britain from the Stone Age to the Iron Age			**Ancient Egypt** The achievements of the earliest civilizations – Ancient Egypt		
Year 4			**Ancient Greeks** A study of Greek life and achievements and their influence on the western world			**Roman Britain** The Roman Empire and its impact on Britain
Year 5			**Anglo Saxons** Britain's settlement by Anglo-Saxons and Scots	**Vikings** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward	**Macclesfield & The Silk Industry** A study of an aspect of history or a site dating from a period beyond	

				the Confessor	1066 that is significant in the locality	
Year 6		**Crime & Punishment** A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066		Mayan Civilisation A non-European society that provides contrasts with British history – Mayan civilization c. AD 900		

	EYFS	KS1	LKS2	UKS2
Historical Interpretations	• Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	**KS1 History National Curriculum** Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past.	**KS2 History National Curriculum** Children should understand how our knowledge of the past is constructed from a range of sources. Children can: a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	**KS2 History National Curriculum** Children should understand how our knowledge of the past is constructed from a range of sources. Children can: a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this onreliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Enquiry	• Talk about the lives of 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.	**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: a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c 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: a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life ora key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research.	**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: a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence 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; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding	• Children know that time passes, and we get older.	**KS1 History National Curriculum** 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. Children can: a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	**KS2 History National Curriculum** 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. Children can: a sequence several events, artefacts 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; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	**KS2 History National Curriculum** 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. Children can: a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and Understanding of Events, People and Changes in the Past	• Understand the past through settings, characters and events encountered in books read in class and storytelling.	**KS1 History National Curriculum** Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past.	**KS2 History National Curriculum** Children should note connections, contrasts and trends over time. Children can: a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied.	**KS2 History National Curriculum** Pupils should note connections, contrasts and trends over time. Children can: a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Historical Language and presentation of ideas	• Children are beginning to use language related to time in conversation and written form.	**KS1 History National Curriculum** Pupils should use a wide vocabulary of everyday historical terms. Children can: a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past.	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. Children can: a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c 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: a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b 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; c plan and present a self-directed project or research about the studied period.

An EYFS Historian	A KS1 Historian	A LKS2 Historian	An UKS2 Historian
By the end of Reception, pupils can: • Talk about important events and experiences in their own lives; • Understand that time passes and that people change as they grow older; • Use simple language related to time, such as *before*, *after*, *now*, *today* and *yesterday*;	By the end of Key Stage 1, pupils can: • Place simple events and people in chronological order; • Use vocabulary such as *past*, *present*, *before* and *after*; • Identify similarities and differences between life in different periods; • Talk about significant people and events from the past;	By the end of Lower Key Stage 2, pupils can: • Place periods of history on a timeline and use BC and AD accurately; • Explain key features of ancient civilisations and early Britain; • Use a range of primary and secondary sources to find out about the past;	By the end of Upper Key Stage 2, pupils can: • Demonstrate a secure chronological understanding of British and world history; • Make links between different historical periods, societies and civilisations; • Analyse and evaluate a range of historical sources;

• Talk about similarities and differences between the past and present • Discuss people, places, characters and events from stories and recognise that some happened in the past; • Ask questions and talk about things they would like to find out about the past; • Begin to understand that photographs, objects, stories and books can help us learn about the past; • Talk confidently about their own experiences and make simple comparisons between then and now.	• Use photographs, artefacts and simple sources to learn about the past; • Ask and answer simple historical questions; • Explain how we know about events from the past; • Communicate historical learning through discussion, writing, drawing and role-play.	• Compare different societies, beliefs and ways of life; • Identify similarities, differences and changes over time; • Begin to explain the causes and consequences of historical events; • Recognise that different interpretations of the past may exist; • Use appropriate historical vocabulary to communicate understanding; • Present findings from their own historical research.	• Understand the difference between primary and secondary evidence; • Recognise that interpretations of the past may differ and explain why; • Construct informed responses using evidence to support conclusions; • Explain cause and consequence, change and continuity, similarity and difference, and historical significance; • Use precise historical vocabulary when speaking and writing; • Undertake independent historical enquiries and communicate findings confidently.