



History

Progression Planning Document



<p>Historical Enquiry Process</p> <p>This process of historical enquiry is always the same, no matter what key stage, but will be differently supported depending on age and ability.</p> <ol style="list-style-type: none"> 1. Provide source material – an interesting problem to solve or a situation or issues that need explaining. This can be an overarching question, which is shared. 2. Ask questions about material – what questions do we need to ask to solve the problem 3. Suggest hypothesis to question(s) – make guesses and speculate on possible explanations 4. Investigate further source materials, testing the hypothesis and reflecting. This may repeat until sufficient questions are answered 5. Reach an answer, which is backed up by source materials, present and reflect 6. Evaluate – what has been learnt? What do we want to find out next? – Linking into next enquiry. 	<p>Questions to consider (when planning)</p> <p>Is the chosen area or content interesting and relevant? What aspect of historical knowledge, skills and understanding will be the focus of the unit? Why? How will we hook the children at the start of the enquiry? How will we sequence the learning, to maintain motivation? What will the varied activities be? How can we use learning objectives and outcomes effectively? Are we using rich resources? How can we help children to choose and use information? How will the children communicate their understanding through an engaging end product? How can we set challenging expectations for children of varying abilities? How can I link it to other parts of the curriculum?</p>	<p>Examples of overarching questions</p> <p>How did the Ancient Egyptians build the pyramids? Why were the Olympic Games so important to the Ancient Greeks? How much can we find out about people's daily lives in Roman Britain? What made Elizabeth I so powerful? Why did Henry VII Marry so many times? How was life changed in Newbury over the last 150 years? Who was responsible for the Great Fire of London? Why have people come to Britain? How have the Greeks been remembered? How bad were the Vikings? Why did Boudicca resist the Romans?</p>
---	--	--

By the end of	Chronological Knowledge / Understanding	Historical Terms	Historical Enquiry	Interpretations of History	Continuity & Change	Cause & Consequence	Similarities & Differences	Significance of Events & people
Foundation Stage	Use everyday language related to time Order and sequence familiar events Talk about family Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.	<p><u>Passing of time</u></p> <p>Before</p> <p>After</p> <p>When I was a baby</p> <p>Before I was born</p> <p>When my parents were little</p> <p>Days of the Week</p> <p>Months of the year</p> <p>Significant events</p> <p>Birthday, new sibling, new house, holiday, outing, starting nursery, starting reception, family members birthday, parents wedding, christening, Bonfire night, Mothers day, Christmas, Easter, Halloween</p>	Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain		Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time	Question why things happen and give explanations	Know about similarities and differences between themselves and others, and among families, communities and traditions	Recognise and describe special times or events for family or friends
KS1	Use common words and phrases relating to the passing of time Be familiar with different stories about significant people and events from the past Label time lines with words or phrases such as past, present, older and newer. Recount changes that have occurred in own life time.	Use a wide vocabulary of everyday historical terms. <p><u>Passing of Time</u></p> <p>Long ago</p> <p>A long time ago</p> <p>Modern</p> <p>Old / Older /Oldest</p> <p>Young/ Younger / Youngest</p> <p>New / Newer/Newest</p> <p>When grandparents were young</p> <p><u>Describing Reasons & results</u></p> <p>Reason</p> <p>Because</p> <p>Result</p> <p>Effect</p> <p><u>Sources of Information</u></p> <p>Eyewitness</p> <p>Diary</p> <p>First-hand</p>	Ask and answer questions: Who, What, Where, How Describe historical events. Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding Find out about the past from a range of sources of information	Choose and use parts of stories and other sources to ask and answer questions about the past. Observe or handle evidence to ask questions and find answers. Identify different ways in which the past is represented	Identify similarities / differences between ways of life at different times	Recognise why people did things, why events happened and what happened as a result	Make simple observations about different types of people, events, beliefs within a society	Talk about who was important eg in a simple historical account



History

Progression Planning Document



By the end of	Chronological Knowledge / Understanding	Historical Terms		Historical Enquiry	Interpretations of History	Continuity & Change	Cause & Consequence	Similarities & Differences	Significance of Events & people
LKS2	<p>Continue to develop chronologically secure knowledge of history</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events</p>	<p>Passing of Time</p> <p>Ancient Decade Century Chronology Stone Age Roman Medieval BC / AD BCE (Before Common Era) CE (Common Era) 19th / 20th Century Sequence</p> <p>Archaeology</p> <p>Dig Excavate Survey Finds Evidence Museum Archaeologist</p>	<p>Historical Research</p> <p>Generation Ancestor</p> <p>Describing Reasons & Results</p> <p>Different Same as Because Reasons</p> <p>Historical Resources</p> <p>Source of Information Primary Source Secondary Source Artefact Locality Documents Eye witness</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p>	<p>Use a range of source materials to answer questions about the past which go beyond simple observations</p> <p>Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people</p> <p>Choose the best way to record a range of historical information, giving reasons for their choice</p> <p>Does...tell us the truth about...? What's the story behind...? What was so important about...? What do the pictures tell you about...? Do you agree the description...why?</p>	<p>Describe, make links and compare main events, situations and changes within and across different periods/societies</p> <p>What were the differences...? What were...? What made...? When did...take place?</p>	<p>Identify and give reasons for, results of, historical events, situations, changes</p> <p>Explain that an event can have more than one cause</p> <p>Pick out events and objects from periods of time with some reasoning.</p> <p>Why did...? Why do we remember...?</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</p> <p>Compare two periods of history, identifying similarities and differences between them</p> <p>Describe how national changes affected their locality</p> <p>Which object is older? How do we know? Which event/activity/clothing is the oldest/newest?</p>	<p>Identify historically significant people and events in situations</p> <p>Express an opinion on whether a person or event had a positive or negative impact on life in Britain</p> <p>Was...a hero/villain as portrayed?</p>



History

Progression Planning Document



By the end of	Chronological Knowledge / Understanding	Historical Terms	Historical Enquiry	Interpretations of History	Continuity & Change	Cause & Consequence	Similarities & Differences	Significance of Events & people	
UKS2	<p>Create from memory a timeline from dates/details/eras showing knowledge of how to check for accuracy</p> <p>Describe the main changes in a period of history</p> <p>Note connections, contrasts and trends over time</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</p>	<p>Passing of Time</p> <p>Change</p> <p>Continuity</p> <p>Anglo-Saxon</p> <p>Viking</p> <p>Celt</p> <p>Duration</p> <p>Period</p> <p>legacy</p> <p>Archaeology</p> <p>Strata</p> <p>Type of History</p> <p>Cultural</p> <p>Economic</p> <p>Military</p> <p>Political</p> <p>Religious</p> <p>Social</p> <p>Technological</p>	<p>Contextual</p> <p>Local</p> <p>Regional</p> <p>National</p> <p>International</p> <p>Describing Reasons & Results</p> <p>Cause</p> <p>Effect</p> <p>Bias</p> <p>Historical Resources</p> <p>Secondary Sources</p> <p>Census</p> <p>Oral history</p> <p>Memorial</p> <p>Propaganda</p>	<p>Follow independent lines of enquiry and make informed responses based on this</p> <p>Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose</p>	<p>Understand that different versions of the past may exist, giving some reasons for this</p> <p>Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions)</p> <p>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history</p> <p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations</p> <p>Judge which sources of evidence are reliable and give reasons why.</p> <p><i>Why do people disagree/still argue about...?</i></p> <p><i>Why have such different stories been told about...?</i></p> <p><i>Why was...a failure/so successful?</i></p> <p><i>What evidence is there to support your view?</i></p>	<p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world</p> <p><i>How did life change...?</i></p> <p><i>Was life in...always...?</i></p> <p><i>Explain why the writer /painter has decided to...?</i></p>	<p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world</p> <p>Explain why people acted as they did (e.g. Why Henry VIII married many times in order to produce an heir to the throne)</p> <p>Describe the negative and positive impact of a period of history on contemporary society</p> <p><i>What were the effects of...?</i></p> <p><i>How do you know that...?</i></p>	<p>Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective</p> <p><i>What were the effects of...?</i></p> <p><i>How did (event) impact on our lives today?</i></p>	<p>Provide explanations about why people in the past acted as they did</p> <p><i>What were the effects of...?</i></p> <p><i>How did (person) change this period?</i></p>