

Hopton C of E Primary Academy

History Skills Progression of Skills and Knowledge

Intent:

At Hopton C of E Primary Academy, we believe that history is the study of the past through the lives of people, events and societies, and is rooted in the understanding of chronology and the careful interpretation of evidence. Our history curriculum is designed to inspire pupils' curiosity about the past in Britain and the wider world, and to help them understand how the past has shaped the present. We aim to provide a rich and coherent curriculum that enables children to develop a secure chronological framework, within which they can build and organise their knowledge of significant events, periods and individuals. Through this, pupils gain an understanding of key historical concepts, including cause and consequence, similarity and difference, and historical interpretation.

Our curriculum encourages pupils to ask questions, think critically and engage with a range of sources. They learn to evaluate evidence, consider different viewpoints and understand that historical interpretations can be debated and are often shaped by the evidence available. In doing so, pupils develop the disciplinary skills needed to become thoughtful and reflective historians. We place a strong emphasis on local history, enabling children to explore the heritage of their community and understand the events that have shaped their locality and school. Alongside this, pupils study national and international history, allowing them to appreciate the diversity of human experience and the complexity of past societies, including their beliefs, cultures and systems of governance.

Throughout the curriculum, pupils continually revisit the key historical threads of chronology and change over time, historical enquiry and evidence, interpretation and viewpoints, society and everyday life, and local history and identity. These threads are carefully sequenced from EYFS to Year 6 so that pupils deepen both their substantive historical knowledge and their understanding of how historians investigate and interpret the past.

Through the teaching of history, we support pupils in developing a sense of identity and an understanding of their place in the world. Our curriculum promotes respect, tolerance and empathy, and is closely linked to our school values of respect, trust, forgiveness and hope. We aim to equip pupils with the knowledge and skills to make informed judgements, understand different perspectives and apply their learning to life in modern Britain.



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How do we teach History through our school values?

Respect	We show respect by learning about different people, cultures and beliefs from the past.
Courage	We show courage by asking big questions about history and using evidence.
Perseverance	We show perseverance by working hard to understand difficult sources.
Friendship	We show friendship by sharing ideas and discussing history together.
Forgiveness	We show forgiveness by understanding that history is interpreted in different ways.
Responsibility	We show responsibility by using evidence carefully and learning from the past.



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Content Overview

<u>CYCLE A</u>				
EYFS /KS1	LOCAL HISTORY WEEK	Castles	Toys	Trains
	<u>Local History Study:</u> We will learn about changes to ourselves, family and environment.	<u>Significant Events beyond Living Memory</u> We will be learning about the Normans. We will be looking at how William the Conqueror became King of England after the Battle of Hastings. We will be learning about how the Normans built the castles and what it was like to live in a castle.	<u>Changes within and beyond living memory</u> We will be learning about toys through time and how they have changed since the Victorian era. <u>Significant individuals</u> We will be learning about Queen Victoria and comparing the life and rights of children with that of today.	<u>Significant events, people and places in the local area</u> We will be learning about Charles Burrell and his local work on using steam transport.
LKS2	LOCAL HISTORY WEEK	Egyptians	Stone Age, Bronze Age, Iron Age	Titanic
	<u>Local History Study:</u> Local history study focusing on Duleep Singh and his importance to our locality. We will be finding out about Victorian School life and comparisons of school life between then and now	<u>The achievements of the earliest civilizations</u> Ancient Egypt civilisation	<u>Changes in Britain from the Stone Age to the Iron Age</u> Stone, Bronze and Iron Age and doing a comparative study between Norfolk and Japan (Ancient House Museum)	<u>A study of British history beyond 1066</u> Learning about the chronological significance of the sinking of the Titanic including a study on a Suffolk survivor: Violet Jessop.
UKS2	LOCAL HISTORY WEEK	Greeks	Pole to Pole	Victorians
	<u>A Local History study</u> We will be looking at the Suffragettes and Princess Sophia and Princess Catherine from Thetford who fought for Women's rights.	<u>Ancient Greece – a study of Greek life and achievements and their influence on the western world</u> We will be learning about Ancient Greek Civilisation	<u>A study of British history after 1066</u> We will be exploring the race to the poles, including the achievements, challenges and significance of polar exploration.	<u>A local History study</u> We will be looking at Hopton in the Victorian era, the industrial revolution and the significance of the Victorian school



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CYCLE B			
EYFS/KS1	Space	Healthy Me	Fire Fire!
	<u>Events beyond living memory/Significant people</u> .We will be learning about Neil Armstrong and the first flight to the moon.	<u>The lives of significant individuals in the past who have contributed to national and international achievements, which a comparison of lives in different periods</u> Florence Nightingale and Mary Seacole	<u>Events beyond living memory that are significant nationally or globally</u> The Great Fire of London
LKS2	Romans	Tudors	Anglo Saxons
	<u>The Roman Empire and its impact on Britain</u> We will be finding out about the Ancient Roman Empire as well as the interactions between the Romans and the local Iceni tribe. A brief look at Boudicca.	<u>A study of British history beyond 1066</u> We will be finding out about the historical period of the Tudors and the impact that the Tudors had on modern life today. Field work: Ancient House Museum <i>Tudor banquet included for Food Technology</i>	<u>Britain's settlement by Anglo Saxons and Scots</u> We will be learning about the Anglo Saxons and Scots invasions
UKS2	Early Islam	Vikings	Second World War
	<u>A non-European society that provides contrasts with British history- Ancient Islamic Civilisation</u> We will cover where and when the Early Islamic Civilisation was built as we will develop a range of skills across the curriculum. Investigate how they lived, their culture and their legacy. Compare their lives to our own as we bring our learning together.	<u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> We will be learning about the Viking raids and the resistance by Alfred the Great.	<u>A study of British history after 1066.</u> We will be studying Hopton's involvement in the 2nd World War, learning about the local history. We will also be learning about the chronology of the 2 nd World War



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EYFS Foundations <i>These foundations are developed further through carefully sequenced units of work, where EYFS access is identified within each unit to ensure clear progression into KS1.</i>			
Age 3 to 4	- Begin to make sense of their own life story and family history. - Talk about members of their immediate family and community.		
Reception	- Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.		
ELG	- Understanding the World – Past and Present - 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. - Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Skills and Knowledge	Years 1 and 2	Years 3 and 4	Years 5 and 6
Understanding Chronology	- Place events and artefacts in order on a time line. - Label time lines with words or phrases such as: past, present, older and newer. - Recount changes that have occurred in their own lives. - Use dates where appropriate. - Understand how to sequence events and artefacts such as objects or photographs.	- Place events, artefacts and historical figures on a time line using dates. - Understand the concept of change over time, representing this, along with evidence, on a time line. - Use dates and terms to describe events. - understand and use the term century and name specific dates - understand that a timeline can be divided into BC and AD/CE - understand the importance of a scale	- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Identify periods of rapid change in history and contrast them with times of relatively little change. - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. - Use dates and terms accurately in describing events.



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			- develop a timeline using an appropriate scale - use previous learning to inform my timeline scale
Investigating and Interpreting the Past	- Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented.	- Use evidence to ask questions and find answers to questions about the past. - Suggest suitable sources of evidence for historical enquiries. - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. - Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. - Suggest causes and consequences of some of the main events and changes in history. - Begin to recognise that some historical sources may present different viewpoints. -	- Use sources of evidence to deduce information about the past. - Seek out and analyse a wide range of evidence in order to justify claims about the past. - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Understand that no single source of evidence gives the full answer to questions about the past.
Building an Overview of History	- Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.	- Describe changes that have happened in the locality of the school throughout history. - Give a broad overview of life in Britain from ancient until Victorian times. - Compare some of the times studied with those of other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. -	- Identify continuity and change in the history of the locality of the school. - Give a broad overview of life in Britain from Anglo-Saxons until the 1990s. - Compare some of the times studied with those of the other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Communication Historically	- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years,	- Use appropriate historical vocabulary to communicate, including: dates, years, decades, centuries, time, period, era, change	- Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change,



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'Being a Historian'	decades and centuries to describe the passing of time. - Show an understanding of the concept of nation and a nation's history. - Begin to understand that kings and queens ruled the country in the past.	and chronology. - Use English, Maths and computing skills in order to communicate information about the past and present this information and ideas.	year, century, decade and legacy. - Use English, Maths and computing skills in order to communicate information about the past. - Use original ways to present information and ideas.
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