

Progression in History



Progression in history involves developing **historical perspective** through...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts (see section 5 below *)

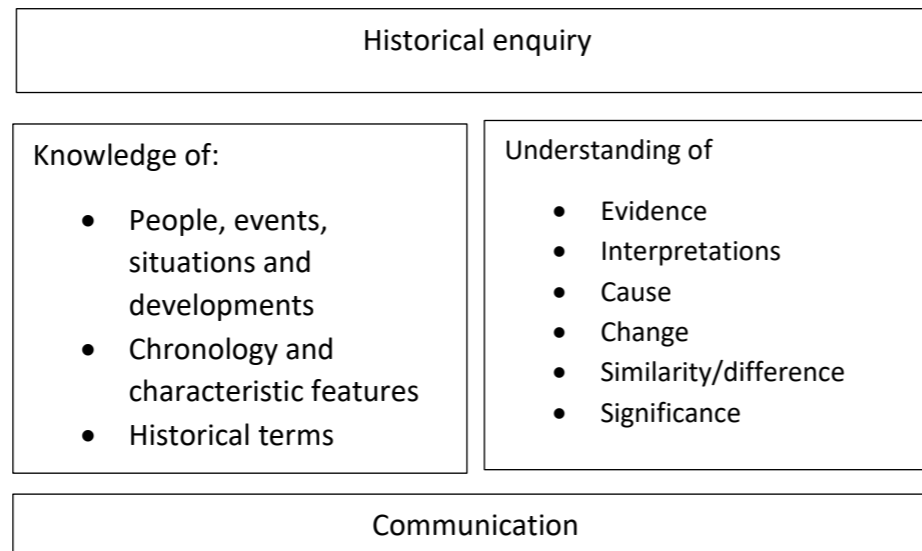
The National Curriculum for history (2014) aims to ensure that all pupils:

- 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
- 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.
- greater independence in applying all these qualities

In Throston Primary School we support progression in history by:

Engaging pupils in a puzzling key question through which the learning grows over the sequence of lessons.

*Including objectives for building **knowledge of all the aspects shown here**. This knowledge will relate to the particular period and issue being studied while reinforcing knowledge from earlier work.*



*Within any sequence of lessons, including objectives for developing pupils' **understanding of (usually) one or two of the listed elements**. Our selection and precise focus for this will be reflected in the key question.*

Requiring pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. Sometimes our objectives will relate to helping pupils to communicate clearly. They will use their understanding of the history to help them decide how to organise and present their ideas most effectively.

Informed by and adapted from Progression in History - A guide for School, The Historical Association

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Aspect	Chronology	Historical terms	Using evidence and communicating ideas	Interpreting history	Key historical concepts			
					Continuity and Change	Cause and consequence	Similarity and difference	Significance
Early Years	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends
Key Stage One	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts) 	<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account
Key Stage Two	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... selecting and organising relevant historical information 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic similarities and differences in Britain & the wider world 	<ul style="list-style-type: none"> Identify historically significant people and events in situations
Next steps	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time 	<ul style="list-style-type: none"> Use historical terms and concepts in increasingly sophisticated ways 	<ul style="list-style-type: none"> Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts 	<ul style="list-style-type: none"> Discern how and why contrasting arguments and interpretations of the past have been constructed 	<ul style="list-style-type: none"> Identify and explain change and continuity within and across periods 	<ul style="list-style-type: none"> Analyse / explain reasons for, and results of, historical events, situations, changes 	<ul style="list-style-type: none"> Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present.