

History Progression of Skills and Knowledge.

Intent: Being built in 1857 Gainford School is enriched in history. The history curriculum makes full use of the resources within the immediate and wider local area which enables children to develop a sound understanding of the history of their village. History topics are informed by the National Curriculum but consider the history of the area and the children's interests. Gainford CE Primary's history curriculum aims to ensure all children gain an understanding of how they are contributing to Gainford's history; gain a sound knowledge of Britain's past and how this fits into a wider world context; begin to understand the process of change and its effect on society and relationships therein.

Implementation: Through rigorous planned topic cycles, Gainford CE Primary ensure current learning is linked to prior learning. History is taught each term in blocks to achieve a depth of knowledge. These blocks alternate with geography. The key knowledge and skills for each year group have been identified to ensure teachers plan for progression and enable greater depth. Gainford CE Primary utilise strong-links for cross-curricular learning to support contextual learning. Outcomes are regularly monitored to ensure they reflect a sound understanding of key identified knowledge.

Impact: History outcomes in books evidence a broad and balanced curriculum and demonstrate children's acquisition of key concepts. Books are marked to history outcomes and children are encouraged to identify their own target areas. Enquiry based thinking and questioning is encouraged to help children gain coherent knowledge.

	DEVELOPMENT MATTERS STATEMENT and EARLY LEARNING GOAL	KEY KNOWLEDGE	RESOURCES AND INTERPRETATION	ENQUIRY	HOW WILL I SHOW MY KNOWLEDGE?
EYFS Pre-School Reception	<ul style="list-style-type: none"> Make sense of their own life-story and family history Understand the key features of the life cycle of a plant and an animal Comment on images of familiar situations in the past ELG: Past and Present: Talk about the lives of the 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. 	<ul style="list-style-type: none"> Begin to understand past and present. Observe how time and change affects plants, animals, and buildings. Begin to understand and explain similarities and differences. Begin to sequence and organise events. 	<ul style="list-style-type: none"> Use photographs to talk about own memories. Observe changes through planting seeds, looking at photographs, and questioning. Using visits to places of local historical significance. Use pictures of familiar situations in the past and present. 	<ul style="list-style-type: none"> Begin to ask questions about what I see and hear. Ask questions about what is observed. Find answers to basic questions 	<ul style="list-style-type: none"> -Discussion with my teacher and peers. -Mark Making/ Drawing -Making Models -Photographs -Role play -ICT/Computing -Writing

	CHRONOLOGY	EVENTS Cause and effect, continuity and change, similarities and differences.	INTERPRETATION AND SIGNIFICANCE	ENQUIRY	HOW WILL I SHOW MY KNOWLEDGE?
KS1 Year 1 and Year 2	<ul style="list-style-type: none"> -Develop and then demonstrate an awareness of the past using common words relating to the passage of time. -Begin to understand the concept of a timeline. -Use historical terms such as a long time ago, recently, when ... was younger, decades and centuries. 	<ul style="list-style-type: none"> -Discuss change and continuity in an aspect of life e.g. holidays. -Recognise why people did things -Recognise why some events happened. -Recognise what happened as a result of actions of events. -Identify key similarities and differences between ways of life in different periods including their own. 	<ul style="list-style-type: none"> -Identify the ways in which the past is represented- museums, films, songs, fictional accounts etc. -Use stories to develop understanding of fact/fiction. -Compare adults talking about the past- are they reliable? 	<ul style="list-style-type: none"> -Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? -Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites -Choose and use parts of stories and other sources to show understanding of events 	<ul style="list-style-type: none"> -Discussion -Drawing pictures -Drama/role play -Making models -Writing – cross curricular when able -Using ICT (presentations, film etc.)
LOWER KS2 Year 3 and Year 4	<ul style="list-style-type: none"> -Develop increasingly secure chronological knowledge and understanding of history, local, British and world. -Put events, people, places and artefacts on a timeline -Use correct terminology to describe events in the past such as; empire, civilisation, monarch. 	<ul style="list-style-type: none"> -Describe and begin to make links between main events, situations, and changes within and across different periods and societies. -Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes -Describe some similarities and differences between 	<ul style="list-style-type: none"> -Be aware that different versions of the past may exist and begin to suggest reasons for this -Identify and begin to describe historically significant people and events – local, British and Global. 	<ul style="list-style-type: none"> -Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance -Suggest where we might find answers to questions considering a range of sources -Understand that knowledge about the past is constructed from a variety of sources 	<ul style="list-style-type: none"> -Discussion -Debate -Drawing pictures -Drama/role play -Making models -Writing -Using ICT (presentations, film etc.)

<p>UPPER KS2</p> <p>Year 5 and Year 6.</p>	<ul style="list-style-type: none"> -Know and sequence key events within the time studied. -Know the duration of different periods. -Place the current time studied on a timeline beginning to incorporate other studies. -Use relevant dates and terms related to the unit. 	<ul style="list-style-type: none"> -Study different aspects of different people - differences between men and women. -Examine causes and results of significant events and the impact on people. -Compare life in early and late 'times' studied. -Compare an aspect of life with the same aspect in another period. -Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings. -Compare beliefs and behaviour with another time studied 	<ul style="list-style-type: none"> -Understand the past is represented and interpreted in different ways and give reasons for this. -Compare accounts of events from different sources. -Offer reasons for different versions of events. -Identify different viewpoints within evidence -Link sources and work out how conclusions were arrived at. -Show awareness that different evidence will lead to different conclusions. -Confidently use the library and internet for research, 	<ul style="list-style-type: none"> -Devise, ask and answer more complex questions about the past, considering key concepts in history. -Select sources independently and give reasons for choices. -Analyse a range of source material to promote evidence about the past. -Construct and organise response by selecting and organising relevant historical data . 	<ul style="list-style-type: none"> -Discussion -Debate -Sketches -Drama/role play -DT -Writing -Using ICT (presentations, film etc.) -Select and organise information appropriately to produce structured work.
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