

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.

At Smithdown, we view progression in History as 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
- greater independence in applying all these qualities

We are also aware, and plan for, children that join our school at different starting points throughout the year, each with their own previous historical education or sometimes none at all. Due to this, we have developed a progression in key historical skills as a guide for developing the individual child. We also aim to ensure our children are equipped with skills and knowledge when they leave us and enter the wider world, therefore, a view of KS3 aims are important to be aware of.

Skills	Working likely in EYFS ( <i>non-statutory</i> )	Working likely in KS1	Working likely in KS2	Working likely in KS3
<b>Chronological knowledge / understanding</b> (including characteristic features of periods)	<i>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.</i>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past</li> <li>• Use common words and phrases relating to the passing of time</li> <li>• Know where all people/events studied fit into a chronological framework</li> <li>• Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> </ul>	<ul style="list-style-type: none"> <li>• Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning</li> <li>• Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</li> </ul>
<b>Historical terms</b> (eg empire, peasant)	<i>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</i>	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Use historical terms and concepts in increasingly sophisticated ways</li> </ul>
<b>Historical enquiry</b> <b>Using evidence</b> <b>/Communicating ideas</b>	<i>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</i>	<ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Understand some ways we find out about the past</li> <li>• Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Pursue historically valid enquiries( including some they have framed</li> <li>• Understand how different types of sources are used</li> </ul>

	<i>asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain</i>		<ul style="list-style-type: none"> <li>Construct informed responses by selecting and organising relevant historical information</li> </ul>	<p>rigorously to make historical claims</p> <ul style="list-style-type: none"> <li>Create relevant, structured and evidentially supported accounts</li> </ul>
<b>Interpretations of history</b>		<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different versions of the past may exist, giving some reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>Discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
<b>Continuity and change</b> in and between periods		<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Describe/make links between main events, situations and changes within and across different periods/societies</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain change and continuity within and across periods</li> </ul>
<b>Cause and consequence</b>		<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>Analyse/explain reasons for, and results of, historical events, situations and changes</li> </ul>
<b>Similarity / Difference</b> within a period/situation (diversity)		<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain diverse experiences and ideas, beliefs, attitudes</li> </ul>
<b>Significance</b> of events / people		<ul style="list-style-type: none"> <li>Talk about who was important</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	