



History

Progression of Skills

National Curriculum Content

Purpose of Study & Aims

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The National Curriculum for History 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.
- Know and understand significant aspects of the history of the wider world.
- 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.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.
- Gain historical perspective by placing their growing knowledge into different contexts.

Key Stage 1

Pupils should be taught about:

- Changes within living memory.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England.
- A local history study.
- The achievements of the earliest civilizations.
- Ancient Greece.

- A non-European society that provides contrasts with British history.

History at Newport

At Newport the teaching of History inspires children to develop curiosity about the past and understand how historical events, people and civilisations have shaped the world in which we live today. Through the study of History, pupils develop chronological understanding, investigate evidence and explore how the past influences the present.

Teaching of History follows the following sequence at Newport:

Knowledge, Skills and Understanding breakdown for History

EYFS		
Chronological understanding	Knowledge and interpretation	Historical enquiry
• Can they talk about past and present events in their own lives and in the lives of family members? • Can they use past, present and future forms accurately when talking about events that have happened or are to happen in the future?	• Do they know about similarities and differences between themselves and others, and among families, communities and traditions? • Do they know that other children don't always enjoy the same things, and are sensitive to this?	

EYFS (more challenging)		
Chronological understanding	Knowledge and interpretation	Historical enquiry

Do they know the difference between past and present events in their own lives and why some people's lives were different to the past?	• Do they know that other children have different likes and dislikes and that they may be good at different things? • Do they understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect?	
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Year 1		
Chronological understanding	Knowledge and interpretation	Historical enquiry
• Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born?	• Do they appreciate that some famous people have helped our lives be better today? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as toys ?	• Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using a artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past?

Year 2		
Chronological understanding	Knowledge and interpretation	Historical enquiry

• Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words past and present correctly? • Can they sequence a set of events in chronological order and give reasons for their order?	• Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they explain why Britain has a special history by naming some famous events and some famous people?	• Can they answer questions by using a specific source, such as an information book? • Can they ask questions about the past? • Can they carry out historical research relevant to the local area using the Internet and other sources to find out about them?
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Year 3		
Chronological understanding	Knowledge and interpretation	Historical enquiry
• Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they place periods of history on a timeline showing periods of time?	• Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Can they explain how events from the past has helped shape our lives? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people?	• Can they use various sources of evidence to answer questions? • Can they, through research, identify similarities and differences between given periods in history? • Can they give more than one reason to support a historical argument?

	• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?	
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Year 4		
Chronological understanding	Knowledge and interpretation	Historical enquiry
• Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they place periods of history on a timeline showing periods of time?	• Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Can they explain how events from the past has helped shape our lives? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?	• Can they use various sources of evidence to answer questions? • Can they, through research, identify similarities and differences between given periods in history? • Can they give more than one reason to support a historical argument?

Upper Key Stage 2		
Chronological understanding	Knowledge and interpretation	Historical enquiry
• Can they use dates and historical language in their work? • Can they order key events, periods of history and dates on a timeline?	• Can they describe historical events and people from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Do they appreciate that significant events in history have helped shape the country we have today? • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they begin to explain how Britain has had an influence on world history?	• Can they discuss a historical hypothesis in order to form a reasoned conclusion, using primary and secondary sources? • Do they appreciate how historical artefacts have helped us understand more about lives in the present and past?