History Progression Map

Intent

Our History offers a coherently planned sequence of lessons to help educators ensure they have progressively covered the skills and concepts required in the national curriculum. We aim to develop children's understanding of substantive concepts, which are revisited throughout different units. Historical enquiry skills are built upon progressively throughout the units and include: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events and People in the Past; Presenting, Organising and Communicating; and Substantive Concepts and Historical Vocabulary. In addition to this, progression of disciplinary concepts are also woven into units and include: Continuity and Change; Cause and Consequence; Similarities and Differences; and Historical Significance.

The coverage of some history in KS1, enables children to acquire an understanding of time, events and people within their own living memory as well as their parents' and grandparents' memories.

The intent in KS2 is that children work in chronological order from year 3 to year 6 on the core British history study units taken from the National Curriculum. We have a thematic unit in each year group with the intention of introducing children to a wider variety of historical topics. The aim is for children to truly develop and embed a sense of time, understand how civilisations were interconnected and to be exposed to a diverse range of history topics. Children start to understand how some historical events occurred concurrently in different locations, e.g. ancient Egypt, ancient Greece and the Stone Age.

Implementation

In order for children to know more and remember more in each area of history studied, the lesson sequence is structured so that prior learning is always considered and opportunities for revision and retrieval of key dates, events and facts are built into lessons. We have added Remember It sections at the start of lessons that often revisit the key substantive knowledge. Retrieval quizzes also provide great opportunities to help make the key

knowledge stick. This all allows for revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lessons help children build on prior knowledge alongside introducing new skills and challenge. Revision and introduction of key vocabulary is built into each lesson. Accurate historical subject knowledge is vital within lessons to allow the teacher and other adults to feel confident and supported with the historical skills, knowledge and concepts that they are teaching.

Through these lessons, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in. It is important for children to understand that the past influences the present and the future. We want to encourage children to learn that they can't change history but what they can do is learn about it and learn from it then use this information to help shape a better future.

Impact

The impact of using a full range of resources, including display materials, will be seen across the school with an increase in the profile of history and the visibility of progression in the history curriculum. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Progression across the school can also be measured through key questioning skills built into lessons, child-led assessment (such as success criteria grids, jigsaw targets and KWL grids) and low-stakes assessment (such as retrieval quizzes and summative assessments), all of which inform and target next steps in learning.

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts.

Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. We hope that by the end of primary school, children will have a good understanding of these substantive concepts and they will be able to draw from their learning in history to better explain what they mean. We believe that substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. Examples include power and subsidiary words, such as 'rule', 'monarchy', 'emperor' and 'democracy'. In the progression map below, you will find the substantive concepts addressed in each unit. Each substantive concept is covered more than once to ensure that children have plenty of opportunities to develop their understanding.

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and

historical significance. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses.

Historical Enquiry

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						Local History Study