



St Luke's School

Curriculum Progression Document

History

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History Curriculum Intent



School Curriculum Intent:

As a values-led school, our curriculum is underpinned by Care, Challenge & Achieve. It is through these values that we develop the whole child. It is our intent that children leave St Luke's ready to move forward in their learning, kind, resilient, filled with a confidence to live well in society and prepared to deal effectively with the challenges that the modern world presents as well equipped digital and global citizens.

Subject Intent:

At St. Luke's we are firm believers that learning about our history, especially that of our local area and island, builds on children's natural curiosity about the world around them and gives opportunities for exploring, appreciating and understanding the world that we live in and how it has changed over time. Understanding and exploring our island's unique identity and past, will teach children the importance of protecting this for the future and that the first step we should all take is to learn about it and become immersed in it as often and in as many ways possible.

The teaching and learning of History enables children to develop a chronological framework for their knowledge of significant events, people and places. Our curriculum supports children to understand key historical points in time for Jersey, and other parts of the world, and allows children to consider how decisions made in the past influence the present day. We aim to encourage children to examine a wide range of sources and consider their reliability, their use and how they can be used to support their own historical thinking. We want children to be curious to know more about the past and to have the skills required to explore their own interests. History lessons focus on working as historians and there are many opportunities for the curriculum to be enriched through historical visits and visitors into school.

Essential Characteristics in History:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Curriculum Concepts:**Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

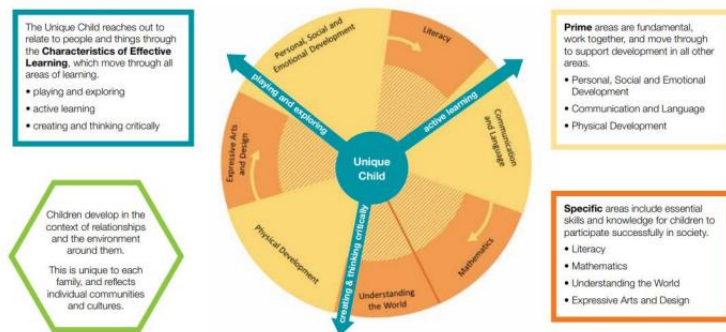
This concept involves using historical vocabulary and techniques to convey information about the past.



History in the Early Years Foundation Stage

Developing early History skills





Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

'Early years history should provide opportunities to expand the children's knowledge and understanding of events, people and changes in the past and develop children's investigative and interpretive skills. Children should focus on: Questioning; observation; Generating thoughts and ideas; Planning; Carrying out investigations; Recording findings; Checking and questioning findings; Presenting explanations' (Taken from: www.History.org.uk)

EYFS Characteristics which may support future learning in History:

Playing and Exploring	Active Learning	Creating and thinking critically
Development Matters Respond to new experiences that you bring to their attention. Birth to 5 Matters Showing curiosity about objects, events and people. Engaging in open-ended activity. Showing particular interests Pretending objects are things from their experience. Representing their experiences in play. Taking on a role in their play. Acting out experiences with other people	Development Matters Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. Birth to 5 Matters Showing a deep drive to know more about people and their world. Showing high levels of involvement, energy, fascination. Paying attention to details.	Birth to 5 Matters Making links and noticing patterns in their experience Developing ideas of grouping, sequences, cause and effect.

What History looks like in EYFS, including in Indoor and Outdoor Provision:

What you might see children doing	What you should see practitioners doing
<ul style="list-style-type: none"> Talking about their daily and weekly routine. Sequencing events from stories. Using language connected with sequencing and the passing of time. Talking about the lives of other members of their family. Recounting memories of special celebrations. 	Teaching and modelling language associated with the passing of time, future, past and present. Talking to children about past events in their lives and that of the children. Providing opportunities to explore the local area and talk about past events and historical features. Instigating opportunities for role play linked to past events in the children's lives and the lives of others. Providing opportunities for sequencing activities in relation to stories. Scaffolding conversations to recall prior learning.

<ul style="list-style-type: none"> • Showing an interest in the passing of time and how things change. • Noticing changes in the seasons. • Exploring objects or photographs from the past. • Finding information about the past in books and use technology. • Showing interest and talking about how they have changed and grown since they were a baby. • Looking at objects or books to find out about the past. • Role-playing special events they have enjoyed and participated in. • Drawing and writing about recent or past events. • Exploring their own interests which have a historical links, for example finding out about dinosaurs. • Acting out historical events with small world play figures. • Asking questions about past events. • Exploring their local area through the eyes of a 'historian'. 	<p>Teaching children the days of the week and months of the year in sequence.</p> <p>Stimulating curiosity through providing interesting resources and artefacts.</p> <p>Considering prior learning when planning opportunities.</p> <p>Considering children's interests.</p> <p>Showing interest in the children as individuals.</p> <p>Providing books and artefacts which promote discussion about how things change or what it was like in the past.</p>
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ELG

Children at the expected level of development will:

- Understanding the World – 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.



History and the Jersey Curriculum



History Specific Implementation/development of a programme of study

History and the National Curriculum: Key Stage One

- develop an awareness of the past, using common words and phrases relating to the passing of time
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

History and the National Curriculum: Key Stage Two

- continue to develop a chronologically secure knowledge and understanding of local Jersey, British and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

Historical Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & Understanding of British History	<ul style="list-style-type: none"> • Changes within living memory — where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> • 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 to the time of Edward the Confessor • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 			
Local History	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> • A local history study 			
Knowledge & Understanding of Wider World History	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 		<ul style="list-style-type: none"> • The achievements of the earliest civilizations — an overview of where and when the first civilizations appeared and a depth • study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China. • Ancient Greece — a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history — one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
History Skills and Concepts	<ul style="list-style-type: none"> • Be aware of the past, using common words and phrases relating to time • Fit people and events into a chronological framework • Identify similarities and differences between periods • Use wide vocabulary of everyday historical terms • Ask and answer questions • Choose and use from stories and other sources to show understanding • Understand some ways we find out about the past • Identify different ways in which past is represented 		<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 • Develop the appropriate use of historical terms • 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 • Understand that different versions of the past may exist, giving some reasons for this 			



Whole School History Programme of Study

Curriculum Map – themes / topics			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Whole school focus	Armistice Day: 1 - Why do we wear a poppy? 2 - What does armistice mean? Knowledge about different coloured poppies. Animals in the war. 3 - Children at War 4 - How did the scouts support in the war? 5 - Women at War 6 - Similarities and differences between cause and effect of the two world wars and lessons learned.		Liberation Day 1 – School and work during the Occupation. 2 – What could you do for fun during the Occupation? 3 – The Red Cross 4 – Restrictions during the Occupation 5 – Who could be trusted on the Island? 6 – What impact did the Occupation have on Jersey after Liberation day?
Year 1	Toys – <i>(NC: Changes within living memory)</i>	Explorers – Christopher Columbus and Neil Armstrong - <i>(NC: The lives of significant individuals in the past who have contributed to national and international achievements)</i>	Tudors and Stuarts – Castles - <i>(NC: To identify similarities and differences between ways of life in different periods.)</i>
Year 2	The Great Fire of London/The Plague (Historical sources and Samuel Pepys) – <i>(NC: Events beyond living memory that are significant nationally or globally.)</i>	Rosa Parks and Emily Davidson - <i>(NC: The lives of significant individuals in the past who have contributed to national and international achievements)</i>	Battle of Jersey - <i>(NC: To continue to develop a chronologically secure knowledge and understanding of local Jersey history)</i>
Year 3	Changes from Stone Age to Iron Age – <i>(NC: Changes in Britain from the Stone Age to the Iron Age)</i>	The Normans - <i>(NC: To continue to develop a chronologically secure knowledge and understanding of local Jersey and British history, establishing clear narratives within and across the periods they study.)</i>	Ancient Greece - <i>(NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world)</i>
Year 4	The Roman Empire – <i>(NC: The Roman Empire and its impact on Britain)</i>	World War One - <i>(NC: An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066)</i>	Ancient Egypt - <i>(NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared)</i>
Year 5	The Anglo-Saxons and Scots – <i>(NC: Britain's settlement by Anglo-Saxons and Scots.)</i>	The Vikings - <i>(NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i>	The Victorians - <i>(NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</i>
Year 6	World War Two - <i>(NC: To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</i>	The Ancient Maya - <i>(NC: A non-European society that provides contrasts with British history)</i>	The Occupation of Jersey - <i>(NC: Local History)</i>



Implementation



Approaches to Teaching and Learning in History.

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject.
- Ensuring that appropriate opportunities are taken to develop cross-curricular skills such as English, Mathematics and Computing skills.
- The explicit teaching of how to work scientifically in each year group by carrying out a range of investigations and experiments.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of science. This will include objective and question led learning, observation and recording, class and group discussion, role play, handling a range of different materials, teaching of specific knowledge and retrieval practise activities.
- The study of important people, both male and female, who have influenced our understanding of science throughout history and in the modern world.
- The study of important scientific discoveries
- To use scientific knowledge to support, evaluate and challenge their own and others' views using detailed, appropriate and accurate scientific evidence derived from a range of sources. These are particularly relevant when understanding how the actions of others and their own actions impact on the world around them.
- The use of enrichment opportunities such as trips, visits and visitors.

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Learning Intentions are shared with children each lesson and displayed in children's books.
- Children are given a context through which they can explore each learning intention.
- The key knowledge for each unit is shared with children and parents through a knowledge organiser, which may include diagrams, key vocabulary, essential facts and key people associated with the learning. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- Teaching is focused on input, experiences and activities which promote the development of scientific understanding in the given area of learning at that time.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning intention and how deeply they have understood the intention.
- Teachers' feedback should directly relate to the learning intention for the lesson, give specific ways in which the child has been successful.
- Gap Task and any verbal feedback where necessary.
- Children are given the opportunity to assess their own and others' progress. This may be recorded in books or done verbally.
- All Gap Tasks should be meaningful and purposeful and linked to small next steps for progress in science understanding and knowledge. They should be scaffolded where necessary.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Teachers' judgements will also be informed by lessons outcomes and quizzes based on questions within the knowledge organisers.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught previously.
- Assessment information will be used to plan future work for the class, including any intervention necessary.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.

- Key scientist have been considered and chosen specifically for each area of focus and year group. Children will be introduced to these and links made to them in their learning. These scientists have been systematically planned over the year groups to allow progression in knowledge and understanding of the world around them.
- Children are exposed to, and will build, a range of age and topic related vocabulary from EYFS to year 6. This is found in the POS and builds on prior knowledge.
- Children are assessed at the end of each topic area. This is done through quizzes and assessment of understanding in lessons which is then collated by the class teacher and recorded on an assessment document. This can then be monitored by the science leader. Teachers can use this information for future planning opportunities / retrieval task / GT etc.

Reading in History.

Reading books

Reading books is very different from reading documents. Books are more diffuse, and carry many different forms of information and evidence. Good books provide rich sources of knowledge about any given historical period. To help children use books well, we suggest the following approaches.

Book navigation exercises

These are invaluable for giving children an overview of the topic and a 'map' of the historical territory.

- Children do index-searching in pairs. Who are the key people? Key events?
- Has everyone got the same list? Discussion about relative importance.
- Look at contents, at the picture on the front cover: What or who does the book's author pick out as significant?
- Flick through: skim and scan, looking at the signposts in the books to form mental pictures. Then make three statements, and pose three questions. From these build up a class picture of key features, and hold a class quiz.
- Organise the information in the book into overlapping sets.
- Write down one or two words/sentences about each significant person or event to start a timeline. This is best done later in the topic, and is good for the more able.

Simple data capture

For instance, children could draw a chart showing features of daily life (shopping, home life, schools, transport, occupations). The children can help to decide the categories. They then research in their topic books and fill in the chart.

Questions and hypotheses

Children are great copiers, so we need ways to prevent being presented with chunks of text copied verbatim from topic books. Here are two effective approaches.

- Pose questions which prevent children from copying from the text, such as 'Was Montezuma great?' or 'Were the Romans a good thing for Britain?'
- Formulate hypotheses for the children to test by evaluating information in their topic books, such as 'All evacuees had a horrible time away from home during the war'.

Causes and consequences

Children could make a Causes list and a Consequences/Results list of, for instance, the Saxon invasions of Britain, and try to explain how they are linked.

Historical stories and novels

Let us not forget historical stories and novels. The best open a door into another world and give children insight into past lives. They help children develop a sense of period, extending their knowledge of the world and its people. You can deepen the children's learning in both literacy and history with a well-chosen class reading book, such as Nina Bawden's *Carrie's War*, simultaneously with the teaching of 'Britain since 1930'.

SMSC & Rights Respecting in History.

Spiritual development

The study of history involves understanding the religious and spiritual beliefs of different societies and their customs. Students learn about how important those beliefs are to different people. They study the importance of different beliefs and how they have helped shape society today. They learn about persecution and the importance of tolerance and in doing so have the opportunity to discuss and share their opinions.

Moral development

Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures. They learn about the different cultures, laws and the values of the people in those societies and learn to develop the ability to empathise with decisions made in the past. Students are encouraged to make moral judgements from a historical point of view and analyse sources of evidence to find out the truth.

Social development

Problem solving as part of a team supports social development and students are encouraged to collaborate on activities. Students consider what past societies and other cultures have contributed to the development of 'British' culture today. History provides students with opportunities to express themselves and communicate their ideas.

Cultural development

Students are encouraged to develop a better understanding of people from different cultural backgrounds. They are encouraged to study links between local, British, European and world history to develop an appreciation of our multi-cultural society. Ways in which events have shaped our culture and society are explored and the causes and consequences of cultural conflict and prejudice considered.

Oracy - Progression of skills:

Tiered Vocabulary Wall.
A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

Tier 1 - Everyday words: These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:

warm, dog, tired, run, table, flower...

Tier 2 - Focus words: These will be common words that are found across subjects. These will need direct teaching, such as:

contradict, circumstance, precede, retrospect...

Tier 3 - Subject specific words: These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as:

estuary, alliteration, igneous...

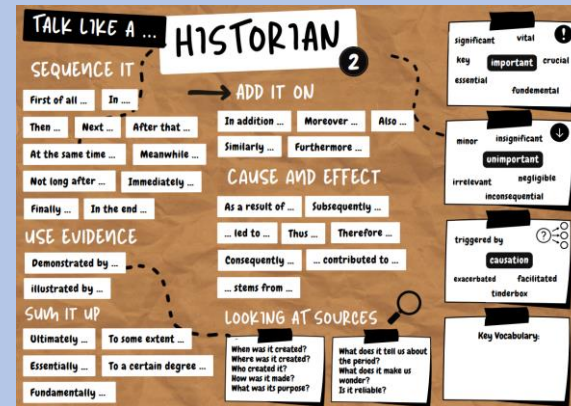
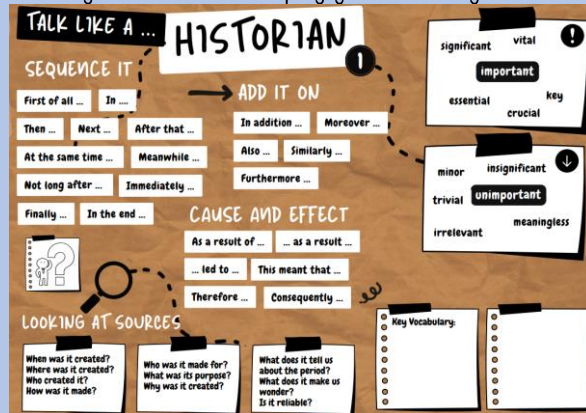
Speaking like a Historian.

Speak concisely (keep it short!) so that you explain complex ideas in a way that is easy for others to understand.

Structure your ideas clearly, making sure that you have fully explained your scientific enquiry.

Use expert scientific vocabulary, but make sure that your audience understands it too.

Ask probing and clarifying **questions** to challenge others and developing your reasoning.



Speaking like a Historian sentence stems:

- It is similar because...
- It is different because...
- Why has...changed?
- It is different because...and...
- I believe it is the same, due to...
- It is important because...
- I agree / disagree with this source, because...
- How do the sources suggest...?
- The most likely reason was...
- I believe the most important factor is...
- This reminds me of...
- During this time, remained the same / different, therefore....

- In my opinion, ...has stayed the same due to the evidence of...
- How has this event impacts on us now?

- Based on..., I conclude that...
- The text stated..., which is why I think that...
- I can infer that... because I know that...
- There is evidence to suggest that...
- The most significant effect of... was...
- A further key event was...
- This demonstrates continuity because....
- To some extent, the event of... caused...
- Why is it important to understand traditional / modern concepts through time?