

History



Progression of Learning

At Tealby, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning across our projects, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider-world, and to be able to communicate historically.

History has always been held in high regard at our school, with our own rich history within the context of the local area a celebrated and inspiring feature of the school. The history curriculum at Tealby makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Projects are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Tealby is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.



We plan our projects using the Mantle of the Expert approach, so that the following essential principles (in line with the national curriculum 2014) are embedded in learning to ensure that our pupils have the opportunity to understand what it means to be a historian:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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



- *Recognise their roles as Global citizens*
- *Communicate their learning in relevant ways*
- *Show empathy*

- *Recognise that they can impact their environment and community*
- *Show a commitment to justice*

	HISTORICAL ENQUIRY	CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL INTERPRETATION	ASSESSMENT	
Y1	- Sort artefacts into 'then' and 'now'. - Ask and answer questions related to different sources and artefacts.	- Sequence events and artefacts into a chronological order. - Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Use a range of sources to find out about significant people and why they did things in the past.	Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawings. Use stories to distinguish between fact and fiction.	EMERGING	- Sort artefacts into 'then' and 'now' and begin to order within a short timeframe. - Use some common words and phrases to describe the passing of time (before, after, past, present, then, now) - Handle and describe some sources of information to find out about the past - Explain some of the things that significant people did in the past
					EXPECTED	- Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking - Sequence events and artefacts into chronological order - Begin to analyse stories about the past and discuss the difference between fact and fiction. - Begin to use a range of sources of information, making appropriate observations about what they have noticed
					EXCEEDING	- Create a timeline using common words and phrases related to the passing of time - Reflect on some of the differences between people 'then' and 'now' - Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc. - Understand some of the reasons why people did things in the past
	HISTORICAL ENQUIRY	CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL INTERPRETATION	ASSESSMENT	
Y2	- Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources. - Ask and answer questions about the past to find out answers.	- Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time. - Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Recognise why people did things and why events happened, developing empathy and understanding.	Compare photographs of people or events in the past, to identify differences in the ways of life. Identify different ways in which the past is represented.	EMERGING	- Order events, photographs and artefacts chronologically - Use common words and phrases to describe the passing of time (before, after, past, present, then, now) - Handle and describe a range of sources of information to find out about the past - Explain some of the reasons why people did things or why events happened
					EXPECTED	- Sequence events, photographs and artefacts into chronological order within closer time boundaries - Use common words related to time, to map the period studied onto a timeline - Analyse photographs or pictures of people or events in the past and identify differences in the ways of life. - Handle a range of sources of information, asking and answering questions to demonstrate their thinking
					EXCEEDING	- Create a timeline using some dates and the vocabulary related to the passing of time - Discuss the effectiveness of sources of information - Collect and use some relevant material to develop a picture of a past event. - Understand some of the different ways the past can be represented

	HISTORICAL ENQUIRY	CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL INTERPRETATION	ASSESSMENT	
Y3	• Use sources of information, including ICT, to find out about events, people and changes. • Select and record information relevant to the study, using e-learning for research. • Ask and answer different questions.	• Sequence several events or artefacts into periods of time. • Use dates and vocabulary related to the passing of time to place the time studied onto a time line.	• Find out about lives of people in the time period studied and compare with our life today. • Identify reasons for and results of people's actions.	• Recognise similarities and differences between periods of time. Begin to give reasons for and results of the main events and changes.	EMERGING	• Recall and place some events into periods of time on a timeline • Identify different sources of information to and begin to explain the differences between them • Select and record useful information about events, people and changes • Begin to examine the reasons for and results of the main events and changes
					EXPECTED	• Use dates and vocabulary related to the passing of time to map the time studied into a timeline • Analyse a historical source to find out about events, people or places • Use factual knowledge to compare different time periods describing similarities and differences between them • Outline some of the reasons for and results of the people's actions
					EXCEEDING	• Create a timeline that reflects some of the people, events and changes from the period studied • Begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them. • Use a range of relevant material to develop a picture of a past event. • Identify and understand the reasons for, and results of, people's actions
Y4	• Use and evaluate sources of information, including ICT, to find out about events, people and changes. • Use the relevant material to build up a picture of a past event. • Ask and answer a variety of questions.	• Place events, people and changes into correct periods of time on a timeline. • Use terms related to the period and begin to date events.	• Identify key features of people's lives or key features of events. • Look for links and effects in the time period studied and offer reasonable explanations.	• Identify and describe reasons for and results and historical events, situations and changes in the period studied. Identify different ways in which the past is represented and interpreted.	EMERGING	• Recall and place several events into periods of time on a timeline • Recognise and examine different sources of information to find out about events, people and changes • Use factual knowledge to describe the similarities and differences between periods of time • Begin to examine the reasons for and results of the main events and changes
					EXPECTED	• Map events, dates, people and changes into the correct period on a timeline • Analyse different sources of information to find out about events, people and changes • Use factual knowledge to explain the key features of people's lives or key features of events • Summarise the main reasons for and results of historical events, situations and changes
					EXCEEDING	• Evaluate the usefulness of several sources of information by talking about the advantages and disadvantages of using them. • Use a range of relevant material to develop a picture of a past event. • Elaborate on factual knowledge when describing past societies and periods • Reflect on (and make links between) the reasons for and results of the main changes and events • Understand that aspects of the past can be represented and interpreted in different ways

	HISTORICAL ENQUIRY	CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL INTERPRETATION	ASSESSMENT	
Y5	- Begin to identify primary and secondary sources. - Select and combine relevant information from different sources. - Use the evidence collected to build up a picture of life in the time studied.	- Place events, people and changes into correct periods of time. - Make comparisons between different times. - Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade.	- Study different aspects of life of different people (men and women) - Examine causes and results of events, and the impact on people. - Compare an aspect of life across early and late times studied.	- Identify and describe reasons for and results of historical events, situations and changes within and across different periods. - Give reasons for and results of the main changes and events. Show some understanding that aspects of the past have been represented and interpreted in different ways.	EMERGING	- Recall and place some relevant dates and events into the correct period on a timeline - Begin to recognise and interpret primary and secondary sources to find out about an aspect of the past - Use factual knowledge to describe the key features of people's lives - Examine and describe the reasons for historical events, situations and changes in the period studied
					EXPECTED	- Map the current area of study into the correct period on a timeline and make comparisons between different times. - Analyse information from primary and secondary sources to find out about an aspect of the past - Use factual knowledge to describe different aspects of people's lives, making connections between them - Summarise the reasons for and results of historical events, situations and changes
					EXCEEDING	- Evaluate the usefulness of a wide range of primary and secondary sources - Use more than one source of information to generalise about an aspect of the past - Begin to elaborate on factual knowledge when describing past societies and periods - Hypothesise about the reasons for and results of the main changes and events - Appreciate that aspects of the past have been represented and interpreted in different ways
Y6	- Recognise primary and secondary sources. - Use, evaluate and link a range of sources to find out about an aspect of the past. - Suggest omissions and the means of finding out. - Use the knowledge gathered to work out how	- Place current study on a timeline in relation to other studies, to sequence up to 10 events. - Use relevant dates and terms related to the passing of time.	- Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. - Compare beliefs and behaviour with another time period studied. - Use evidence to support and illustrate an explanation on the causes and effects of a past event.	- Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. - Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. Recognise the past is represented and interpreted in different	EMERGING	- Recall and place a range of relevant dates and events on a timeline - Recognise and interpret primary and secondary sources to find out about an aspect of the past - Use factual knowledge to describe past societies, periods and events - Examine and describe the beliefs, behaviour and characteristics of people from the past
					EXPECTED	- Map the current area of study on timeline in relation to other studies - Analyse a range of primary and secondary sources to find out about an aspect of the past - Use factual knowledge to describe past societies, periods and events, making connections between them - Summarise the beliefs, behaviour and characteristics of people, recognising difference in views and feelings
					EXCEEDING	- Evaluate the usefulness of primary and secondary sources and consider how conclusions were arrived at - Use a range of sources to generalise about an aspect of the past, suggesting omissions and the means of finding out missing information

	conclusions were arrived at.			ways, and give reasons for this.		• Elaborate on factual knowledge when describing past societies and periods and begin to make links between them • Use evidence to hypothesise about the reasons for historical events, situations and the actions of individuals • Appreciate that aspects of the past have been represented and interpreted in different ways, and give the reasons for this
--	------------------------------	--	--	----------------------------------	--	--