

The aims of the National Curriculum in respect of History are as follows:

The national curriculum for languages 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 History – key stages 1 and 2.*

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.

Our vision at Brockenhurst C of E Primary School:

Our history curriculum aims to delivery high quality history throughout the key stages with historical enquiry at its heart. Our enquiry approach allows all children to develop and build upon key history skills whilst looking at a particular theme (for example The Titanic). We also look closely at the historical changes over time within our local area. We ensure that through local visits and the use of artefacts, we are giving the children practical, hands on experience. This allows children to investigate, ask questions and make comparisons that support their skill development.

Each year group follows their own long term planning for history three terms per year and this covers the National Curriculum.

Progression of Skills

	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Begin to use time-related vocabulary such as 'yesterday'.	Use time-related vocabulary.	Creates simple timelines to sequence processes,	Realises that historians use dates to describe events.	Uses and understands phrases such as 'over three hundred years	Begin to understand historical periods overlap each	Understand that past civilizations overlap with others in	Can accurately place civilizations/ periods studied, in chronological order and may take

	Sequence life cycles using vocabulary 'first', 'then' etc.		events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old and new, then and now.	Use of <i>before, after, at the same time.</i>	ago' and AD/BC or BCE/CE.	other and vary in length. Uses more precise chronological vocabulary.	different parts of the world, and that their respective durations vary.	account of some overlap in duration and intervals between them.
Characteristic Features	Talk about memories.	Talk about the lives of the people around them and their roles in society.	Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness on significant features not seen today.	Recognise and describe in simple terms some characteristic features of a period or person. Uses period specific language in explanations.	Can describe main features associated with the period/civilization studied, mostly using period specific language.	Can give simple explanations that not everyone in the past lived in the same way. Consistently uses period specific language in explanations.	Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of a period /civilization studied and others studied previously.	Can contrast and make significant links between civilizations/periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied.

Continuity & Change			Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary.	Can talk about similarities and differences not just between then and now but between then and another then.	Can describe some changes in history over a period of time and identify some things which stayed the same.	Can describe and give examples of a range of changes at particular points in history while some things remained the same. Can explain why changes in different places might be connected in some way.	Can give simple explanations with simple examples of why change happened during particular events/periods . Understands that there are usually a combination of reasons for any change. Understands that changes do not impact everyone in the same way or at the same time.	Understands that changed in different places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.
Cause and Consequence			Can give simple explanations why a person from the past acted as they did and talk	Can describe in simple terms the causes and/or consequences of an important	Can describe the causes and/or consequences of an important historical event offering more than one	Can describe with simple examples different types of causes seeing that events happen	Can explain consequences in terms of immediate and longer term effects and/or that people	Can explain the causes and consequences of quite complex events, even though they might

			about the consequences of those actions.	historical event offering more than one example of its results.	example of its results.	for different reasons not just human action.	were affected differently. Can link causes or explain that one cause might be linked to another making an even likely to happen.	still link some in a simple way.
Historical Significance	Talk about special events linked to self and others.	Talk about the lives of the people around them and their roles in society.	Can recognise and describe special times or events for family or friends.	Can recognise and talk about who was important e.g. in a simple historical account.	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time)	Can identify significance reveals something about history or contemporary life.	Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.	Can make judgements about historical significance against criteria. Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).
Historical Interpretation	Use past tense language.	Understand the past through settings, characters	Can identify and talk about different accounts of	Can identify and talk about differences in accounts	Can recognise differences between versions of the same event and give a	Can describe how different interpretations arise.	Understands that different accounts of the past emerge for various	Understands that all history is to some extent a construct (interpretation)

		and events encountered in books read in class and storytelling.	real historical situations.	relating to the past (primary source) and from the present (secondary source).	simple explanation of why we might have more than one version.	Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.	reasons – different people might give a different emphasis. Understands that some interpretations are more reliable than others.	and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of creator of the interpretation (provenance)
Historical Enquiry		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Can talk about similarities and difference between two or more historical sources using simple historical terms. Can talk about past events and use annotations or captions (maybe scribed) to	Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell the story.	Can describe in simple terms how sources reveal important information about the past. Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.	Can describe and question the origins and purposes of sources using knowledge of periods and civilizations. Asks perspective questions. Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.	Can explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events, period and civilizations studied.	Can construct reasoned arguments about events, periods or civilizations studied. Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources might give conflicting information and offering reasons for this.

			identify features of picture sources, artefacts etc.					
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