

History - Progression EYFS and KS1

Intent:

History at Boringdon is planned using the National Curriculum subject content as assigned to each key stage. We then use substantive themes and disciplinary concepts as the basis for the planning of the coverage of the National Curriculum history content across all year groups. Milestones are differentiated across year groups and key stages and learning activities have been developed collaboratively to ensure effective progression of skills and knowledge.

How is history planned at Boringdon?

History is planned to explore a main question, which is developed from the subject content detailed in the National Curriculum as assigned to each key stage. Each lesson focuses on a key question, and, together, these enable the children to answer the topic's main question. Key questions are formed from the substantive themes and disciplinary concepts that have been identified as integral to understanding history and are used as longitudinal threads to build substantive understanding across year groups and topics.

Our teaching and curriculum design reflect the relationship between substantive and disciplinary knowledge. Learning activities have been developed collaboratively to ensure effective progression of knowledge. In history, we split knowledge into two categories. We identify 'knowing what' and 'knowing how' or conceptual and procedural. Historic enquiry is used to drive the curriculum in order to develop children's enquiry and questioning ability. This enables them to find things out for themselves without being given answers. Teaching develops pupils' historical knowledge and their historical analysis simultaneously. The planning format is designed in phases with immersion, review and assessment and knowledge rich sections intrinsic to the plans. Planning provides the opportunity to embed previous learning and develop links between lessons and key concepts. Connections are also made with previously taught history topics as part of the 'overlap of learning' and to consolidate and deepen understanding so children can use what they already know to help them. Chronological understanding is built into our lesson sequencing as a secure overview of knowledge of the past supports pupils to develop chronological knowledge into coherent narratives that are more memorable for them. A whole school timeline has been designed and is reviewed at the beginning of every unit to ensure learning is meaningful. This timeline identifies their present topic in relation to the previous areas of historic enquiry they have covered during their time at Boringdon and gives children a 'mental timeline'. Children build a greater understanding of where each civilisation occurred in relation to previous units studied. They explore how the civilisation being studied compares to what was happening in Britain in the same time period.

Why are these our substantive themes?

We have identified the major substantive themes that feature throughout the study of history in a range of contexts at Boringdon Primary School. Our curriculum ensures that pupils regularly encounter a wide range of important substantive themes as they are extremely important to pupils' understanding of new material. Our pupils come across these often abstract terms in every year of school history. They are therefore able to draw on their secure knowledge of these concepts repeatedly in a number of different contexts and make links across the history curriculum.

How do we check that pupils have understood before we move on?

We begin every historical unit activating prior knowledge linked to our substantive themes. This enables the children to make links between themes across topics and in doing so develop their historical schema. The topics/units are then planned to further develop this schema, with links embedded in the teaching and learning. Teachers review planning in light of this formative assessment, to enable it to address misconceptions and address gaps in knowledge and understanding.

We use retrieval practice or 'challenge grids' in the middle of our topics to ensure children have a solid understanding of knowledge taught before moving on. Once again, misconceptions and gaps in knowledge are addressed at this point, so if children aren't able to retrieve taught knowledge, the teacher responds with further teaching with perhaps a different approach. We support this and ensure the essential 'substantive themes' of each subject are taught and embedded and to gauge the children's learning and understanding against the key questions. Planning is then adapted accordingly based on children's outcomes.

Assessments are made formatively and summatively during the unit. In year 5 and 6, children move on to complete a more open-ended retrieval activity which gives them scope to share a wide breadth of understanding in relation to the key questions taught.

We use an impact document to measure the effectiveness of our learning. Content or lessons which were not effective are then changed for the following year. Information is fed back to previous teachers if it was felt that the knowledge from that year was also not secure enough.

Boringdon Primary School's History Progression Grid

	Foundation		Year 1		Year 2	
	How have teddy bears changed?	Who is Greta Thunberg?	How has listening to music changed?	Why do we remember Scott of the Antarctic?	Why was the Gunpowder Plot a significant event?	What were the consequences of the Great Fire of London?
Coverage	Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society.	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>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</p> <p>significant historical events, people and places in their own locality.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>events beyond living memory that are significant nationally or globally (the Great Fire of London).</p>
Key Questions	<p>What is meant by past and present?</p> <p>Which of these bears are old and new?</p> <p>How do we know that a bear is from the past?</p> <p>Why have teddy bears changed?</p>	<p>Who is Greta Thunberg?</p> <p>What has Greta done in her life?</p> <p>What is Greta's journey?</p> <p>What has she done to make the world better?</p>	<p>How do we listen to music now?</p> <p>How did my parents listen to music when they were younger?</p> <p>How did my grandparents listen to music in the past?</p> <p>Are there clues to tell if a piece of musical equipment is from a long time ago?</p> <p>Why has musical equipment changed?</p> <p>How has listening to music changed?</p>	<p>What is an explorer and why do they explore?</p> <p>Who was Scott of the Antarctic and where did he explore?</p> <p>Why was Scott's expedition so significant?</p> <p>How did Scott's equipment compare with polar explorers today?</p> <p>What challenges did Scott face?</p> <p>How do historians know so much about Scott's expeditions?</p> <p>Why do we remember Scott today?</p>	<p>What was Stuart England like?</p> <p>What is parliament?</p> <p>Who was involved in the plot and why?</p> <p>What did the conspirators plan to do?</p> <p>What happened during The Gunpowder Plot?</p> <p>How do we know about the Gunpowder Plot?</p> <p>Do all historians agree on the story of the plot?</p>	<p>Who was King Charles II?</p> <p>What do sources tell us about the Great Fire of London?</p> <p>How and when did the Great Fire of London start?</p> <p>Why did the fire spread so disastrously?</p> <p>How did the Mayor respond to the fire?</p> <p>How was the fire extinguished?</p> <p>What was the impact of the Great Fire of London?</p>
Substantive themes						

Settlement						<p>To know that the River Thames was used for water to put out the fire. London has grown over time and lots of settlements start next to rivers or water</p> <p>To know that the rebuild meant the streets were cleansed which helped fight the Great Plague of London</p>
Invasion						
Technology			<p>To know that music can be recorded and played through a variety of different devices</p> <p>To know that there are many different ways to listen to music and these have changed over time.</p> <p>To know that technology often becomes smaller over time</p> <p>To know that technology can become more mobile over time</p> <p>To know that old technology still remains in use but becomes less popular</p> <p>To know that the materials used, size and design of the item can give clues as to the age of a piece of technology.</p>	<p>To know that technology has improved over time</p> <p>To know that technology can sometimes not work when it is new</p>		<p>To know that gunpowder was used to blow up the houses to create a gap to stop the spread of the fire.</p> <p>To know that there was no fire brigade in London in 1666 so Londoners themselves had to fight the fire, helped by local soldiers. They used buckets of water, water squirts and fire hooks.</p> <p>To know that when there are disasters or things go wrong, improvements can be made: London was rebuilt, the fire brigade was formed, the laws around building houses changed and improved their design and streets were widened.</p>
Empire and Kingdom				<p>To know that explorers can be sent by leaders of countries, like kings or queens, to represent the country to find new lands or in the past treasure</p> <p>To know that Sir Robert Falcon Scott was born in Plymouth. He was a famous naval officer and explorer. His expedition was significant as he wanted to be first to reach the South Pole for the British Empire.</p> <p>The king at the time was King George V</p>	<p>To know that James I was the first Stuart monarch and the first monarch to rule both England and Scotland.</p> <p>To know that the role of a monarch is passed down through the family.</p> <p>To know that the Houses of Parliament are where the country's laws are made.</p>	<p>To know that the king at the time was King Charles II and he was a Stuart monarch.</p>
Civilisation						
Disciplinary Concepts						
Similarities and Difference	<p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been</p>			<p>To recognise some similarities and differences between individuals e.g. explorers then (Scott) and now.</p>	<p>To identify similarities and differences between societies e.g. within Stuart England and now</p>	

	read in class.					
Historical Significance	To understand the past through settings, characters and events encountered in books read in class and storytelling.	To understand the past through settings, characters and events encountered in books read in class and storytelling.		To recognise why certain individuals e.g. Sir Robert Falcon Scott are significant in history	To identify and describe why certain people/events are significant in the wider context of history e.g. Great Fire of London and The Gunpowder Plot.	To identify and describe why certain people/events are significant in the wider context of history e.g. Great Fire of London and The Gunpowder Plot.
Consequence				To identify how a historical event can change people's lives.		To identify consequences to events from the past.
Continuity and Change		To compare and contrast characters from stories, including figures from the past.	To recognise some similarities and differences between the ways music was listened to in the past and the present.		To identify similarities and differences between ways of life in the Stuart period.	
Interpretation			To use pictures, photographs or artefacts to find out about the past. To use stories or accounts to find out about the past.	To use pictures, photographs or artefacts to find out about the past. To use stories or accounts to find out about the past.	To explain that there are different types of sources that can be used to help represent the past.	To explain that there are different types of sources that can be used to help represent the past.
Causation		To understand that events happen		To recognise why a historical event happened.	To understand that there are reasons why people in the past acted as they did.	To understand that there are reasons why people in the past acted as they did.
Sources and Evidence	To comment on images of familiar situations in the past.	To comment on images of familiar situations in the past.	To look at simple artefacts and pictures to ask questions about the past.	To look at simple artefacts and pictures to ask questions about the past.	To look at a source (such as Samuel Pepys' diary) to find answers to questions about the past. To choose and select evidence (from a selection provided) and say how it can be used to find out about	To look at a source (such as Samuel Pepys' diary) to find answers to questions about the past. To choose and select evidence (from a selection provided) and say how it can be used to find out about
Primary and Secondary Sources used	Teddy bears as primary sources Photographs of past and present bears. Books Old Bear Jane Hissey Old Bear Tales - Jane Hissey The Toy Maker - Martin Waddell	Video recordings of Greta's events and speeches Books Greta Thunberg: Climate Activist (Women Leading the Way) by Elizabeth Neuenfeldt Greta Thunberg (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara and Anke Weckmann	A record player, a cassette player, a portable CD player, an iPod, Alexa, headphones, speakers, records, CDs, cassettes	Scott's diary Letters written to family Photos of Scott's equipment Interactive tour of Scott's hut Photographs from the expedition Local memorial and artefacts in the Box museum 'The Great White Silence' film footage from the expedition Photographs of the Union Flag taken to the South Pole and recovered	Painted picture of King James I Gunpowder barrel Painted images of conspirators Image of King James I in parliament Image of plaque which is in the Council Chamber at the Tower of London. Manuscript Journal of House of Commons Recording of the conspirators plan (pending from parliament website). image of plaque which is in the Council Chamber at the Tower of London. Signed confession by Guido Fawkes Guido Fawkes' dark lantern	Samuel Pepys' diary Wenceslaus Hollar's Great Fire of London Leather bucket Photo of a fireman's hat from the time period Before and after Maps of London Images of houses A street through time - Video of London during Stuart Britain Painting of London during the fire Website: https://www.fireoflondon.org.uk/

					Monteagle letter	
Overlap of learning: which other areas in other year groups or topics does this relate to?			EYFS Being able to look for clues as to why something might be old and why something might be new. Sequence of bears on a line (old/new;then/now)	EYFS People can be famous for lots of different reasons Greta Thunberg is a significant person who is trying to help people to look after the planet EYFS Being able to look for clues as to why something might be old and why something might be new. Sequence of bears on a line (old/new;then/now)	Year 1 To know that Scott wrote things down and this is how we know what happened. Other explorers have found his hut. There are pieces of his equipment in museums To know that technology has improved over time To know that Sir Robert Falcon Scott was born in Plymouth. He was a famous naval officer and explorer. His expedition was significant as he wanted to be first to reach the South Pole for the British Empire. The king at the time was King George V To know that significant people have monuments or things named after them	Year 1 To know that Scott is a significant person in history as he has done something extraordinary. To know that significant people have monuments or things named after them The king at the time was King George V To know that technology has improved over time To know that significant people have monuments or things named after them Year 2 To know that James I was the first Stuart monarch and the first monarch to rule both England and Scotland. To know that the role of a monarch is passed down through the family. To know that the plotters were angry at the king and parliament and wanted to kill them using gunpowder
Chronological Order	Sequence of bears on a line (old/new;then/now)	Learning journey timeline Greta's life timeline and sequencing her life using photos of her	Boringdon Timeline Sequencing musical devices on a timeline	Boringdon Timeline A timeline of Scott's expedition to the South Pole	Boringdon Timeline A timeline of the event on the Stuart timeline A timeline of the events of The Gunpowder Plot	Boringdon Timeline A timeline of the event on the Stuart timeline A timeline of the events of the Great Fire of London
Chronological vocabulary	today, tomorrow, yesterday, after, before, day, now, then, old, new		today, tomorrow, yesterday, after, before, day, now, then, old, new hours, weeks, the present, year, decade, century, the past, long ago, the future, week, month, long ago, modern, timeline		today, tomorrow, yesterday, after, before, day, now, then, old, new hours, weeks, the present, year, decade, century, the past, long ago, the future, week, month, long ago, modern, timeline sequence, chronological order, earlier, later, decades, centuries, era	
Vocabulary	compare, same, different, photograph, change, soft, hard, sawdust, fur, snout, long, short	important, explore, journey, event, environment, discovery	technology, modern, describe, clue, evidence, sequence, technology, popular	significant, explorer, diary, South Pole, Antarctic, Empire, museum, memorial, achievement	monarch, kingdom, plot, treason, parliament, cellar, Catholic, Protestant, source, conspirators	heir, disaster, eye-witness, opinion, fact, artefact, extinguish, impact, ember, inferno
Cross-curricular connections	Literacy writing about bears, Can't you Sleep Little Bear/ -Talk Through Stories, Understanding the World (UW	UW Journeys, own journey since starting school - maps PSHE - caring for our environment	Music	Geography - locality to Plymouth.	English: Biographies - Guy Fawkes RE: Christianity	English: Diary entries and recounts. Art: Clay houses in the style of 1600s houses. Science: Materials

	-Geography) Where bears live, Bear habitats					Visit from a local firefighter to discuss fire safety now and how it has changed over time. Geography map work
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