



# St Paul's History Progression Statements

## History Intent Statement

At St Paul's CE Primary School we will "Start children off on the way they should go..." by enabling them to:

- develop an interest, enthusiasm and curiosity for the past in our local area, in Britain and in the wider world
- gain historical perspective across long and short term time scales (chronological understanding)
- discuss the diversity and similarities of key historical figures, societies, empires and civilisations (significance and interpretations)
- weigh up historical evidence to understand the processes of continuity and change (continuity and change)
- make sense of why and when important events happened, and how they have helped to influence and shape our own lives and identities (cause and effect)

# History: Chronological Understanding

## EYFS:

- Make sense of the world around them by developing an awareness of short and long term timescales.
- Begin to use words relating to the passing of time (old, new, before, after, past, present)
- Comment on images of familiar situations in the past.

## Key Stage 1:

- Use words and phrases relating to the passing of time: earliest, latest, recently, then, now, past, present, future, newest, oldest, modern, change.
- Sequence a number of objects or events related to particular themes on an annotated timeline (e.g. the events of the Great Fire of London; Developments in shopping or health; Important inventions; Discoveries of the Great Explorers).
- Recall parts of stories and memories about the past and understand where they fit into the long arc of time (e.g. diary entries associated with the Great Fire of London; the Bayeux Tapestry within Castles Theme; stories about the discoveries of great explorers or inventors).

## Year 7:

Develop chronological understanding through the study of The Battle of Hastings, Medieval History and The Early Tudors.

## Upper Key Stage 2:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, both within and across the periods of study.
- Describe events using appropriate historical words and phrases such as: century, decade, BC, AD, era, period, event, monarchy, influence, civilization, culture, religious, social, economical, political, beliefs, occupation of territory, knowledge, discrimination, tribe, commemoration, remembrance, government, parliament, war, army, conflict, propaganda, treaty.
- Draw a timeline detailing key historical events within different historical periods, or showing significant events within the lives of influential people (eg Richard III), using appropriate dates and terms.
- Sequence with independence an increasing number of key events, objects, themes, societies and people in Upper Key Stage 2 topics covered, using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).
- Summarise the main events of, or the most significant features within different themes, explaining the order of events (e.g. show the chronology of the main features of Ancient Benin or Ancient Greek society).

## Lower Key Stage 2:

- Group and sequence some events, objects, themes, societies, and achievements from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).
- Build vocabulary by using appropriate historical words and phrases to talk about the past, e.g. century, decade, during, civilisation, empire, kingdom, power, religion, settlement, conquest, taxes, peasantry, farming, tribe, pharaoh, achievement, enslavement, entertainment, impact, influence.
- Use short term timelines within a specific period of history to set out the order that things may have happened.
- Gain long term historical perspective by putting chronological understanding into local, national and wider world contexts (eg by comparing on a timeline when and where ancient civilisations appeared)
- Understand that timelines can be divided into BC and AD (for example in the study of the Romans).

# History: Continuity and Change

## EYFS:

- Know some similarities and differences between ways of life in the past and now, by drawing on stories, characters, settings and events that have been discussed in class.
- Begin to make sense of their own life-story and their family's history by comparing their toys with the toys that their parents and grandparents played with.

## Key Stage 1:

- Identify a few similarities, differences and changes occurring within a particular theme going back beyond living memory (e.g: construction and use of castles or houses; machines for transport or communication; medical advances). Understand that within the same period of time, life was different for people (e.g. rich and poor, male and female.)
- Identify independently a range of similarities, differences and changes within living memory (e.g. recognise differences in shops or technology from recent decades; consider how the invention of the World Wide Web has changed life in recent years).
- Understand how life has changed over time, even within our own locality. e.g how would the life of a shopkeeper been different?

## Year 7:

Give details of how life changed through the periods studied eg. Feudalism introduced after the Battle of Hastings by King William / The Reformation of the Church during the Tudors.

## Upper Key Stage 2:

- Understand that there are times in history when change happens suddenly and with greater consequences, and that these moments of change can be referred to as 'turning points' in history.
- Identify why some periods in history have had more changes (eg post war Britain) and some have had more continuity.
- Describe in some detail the most significant changes within an aspect of a period in history - crime and punishment. Explain what things were like before and after the change.
- Compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change. Start to categorise some types of changes into political, economic, social and technological.
- Provide an overview of the similarities and differences between a non-European society (Benins) and British History.
- Study the complexity of different aspects surrounding a significant turning point in British History. (How did the World Wars change things in our locality?).

## Lower Key Stage 2:

- Describe some similarities, differences and changes occurring within topics (e.g. Ancient Egyptian rulers or irrigation projects, or how life in Britain was changed by the Romans building new towns or introducing Christianity).
- Make valid statements about the main similarities, differences and changes occurring between different eras (e.g compare and contrast the Stone Age, Iron Age and Bronze Age; or how did the conflicts between the Anglo-Saxons and Scots and Anglo-Saxons and Vikings change life in Britain).
- Provide an overview of where and when the first civilizations appeared (what was the same and what was different) and an in depth study of Ancient Egypt.
- Provide an overview of the similarities and differences between a non-European society (Mayans) and British History.

# History: Cause and Effect

## EYFS:

- Understand why things were different in the past by discussing images, settings, characters and events encountered in books. Comment on why familiar situations in the past are not the same now.
- Visit from Creative Learning Services to show how new materials, technology and safety regulations have changed toys within living memory.

## Key Stage 1:

- Understand that historical events have causes (things that occurred before them) that make them happen. Know that a consequence is something that happens as a result of something else.
- Identify at least one relevant cause for, and consequence of the events covered e.g:
  - identify the causes of the Great Fire of London, as well as the effects eg. visit from fire service, find fire plaques in local village.
  - identify a reason for the introduction of vaccines and understand how they impacted our lives – better health of the nation;
  - identify why machines needed to change and develop to work more efficiently (within particular themes such as transport or communication).

## Year 7:

Discuss the effect on daily life caused by key changes in the periods studied eg. how did the feudal system affect life of the peasants / what was the lasting effects of the reformation of the church?

## Upper Key Stage 2:

- Examine in detail the short and long term causes of an event being studied (eg The Battle of Bosworth)
- Understand that some causes may be more significant than others. Place several valid causes and effects in order of importance, relating to events and developments covered within topics.
- Begin to understand that Historians may not agree on the main causes of an event.
- Understand that one event (eg death of Alexander the Great) or aspect of a culture (eg Greek democracy) can have multiple consequences that impact on many countries and civilisations.
- Understand that the consequences of one historical event can sometimes become the cause of another (eg the end of the First World War being cited as one cause of the Second World War).
- Be able to give both an overview and more detailed examples of causes and consequences to show understanding of the long arc of development.

## Lower Key Stage 2:

- Understand that a cause is something directly linked to an event, but that there can be long and short term causes in the lead up to an event. Know that sometimes a sequence of events can lead up to a consequence.
- Understand that historical events can have consequences that last long after the event is over.
- Describe some relevant causes for and effects of some of the key events and developments covered (e.g. the causes and consequences of Anglo-Saxon invasions and settlement).
- Comment on the importance of causes and effects for some of the key events and developments within topics (e.g. the reasons why the Romans built roads and the effect that it had on British society).

# History: Significance and Interpretation

## EYFS:

- Talk about the lives of the people around them (nationally) and their roles in society.
- Talk about the significance of festivals or anniversaries (as they occur) that have been celebrated over time (e.g. Christmas, Easter, Mother's Day, Jubilee).

## Key Stage 1:

- Describe particular events and places from history, including in our locality, and consider the reasons why they might be significant (e.g. the invasion of William the Conqueror). Consider the reasons why a person from the past might be significant (e.g. Christopher Columbus, Mary Seacole, Florence Nightingale, Samuel Pepys, Sir Christopher Wren, Edward Jenner or Sir Tim Berners-Lee).
- Observe and handle evidence to identify some of the ways that we can find out about the significant aspects of a society or period in time. Offer some comments on how we can interpret the evidence. (Visit to Think Tank; visit from creative learning services about Florence Nightingale, and exploration of historical paintings and artefacts).

## Year 7:

- Understand the difference between primary and secondary sources.
- Discuss how useful a source is in developing our understanding and why.

## Upper Key Stage 2:

- Understand that not everyone agrees on who or what is historically significant because it is a personal choice, and that what we consider to be significant can change throughout different periods.
- Describe the importance of different significant events in the topics covered (eg the Battle of Britain).
- Explain reasons why particular aspects of a historical culture or society were of great significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).
- Explain why certain people from different periods of history were of particular significance (e.g. Yuri Gagarin, Helen Sharman, Neil Armstrong, Richard III, Alexander the Great). Give reasons including what they did and what impact their actions had.
- Start to categorise significant events into whether they were significant individually, regionally, nationally or globally.

## Lower Key Stage 2:

- Understand that historical significance is what people in modern times feel is an important aspect of the past. Know that significance can be related to specific events, people, locations and ideas. Understand how our knowledge of historical significance is constructed from, and interpreted through a range of different sources.
- Explain how several aspects of national history are significant in this locality (the Midlands)
- Explain why some particular aspects of historical accounts, themes or periods are significant (e.g. explain which achievements of the Ancient Egyptians, Mayans, Romans, Anglo-Saxons or Vikings were significant, and why).
- Consider the reasons why a person from the past might be significant (e.g. Howard Carter, Julius Caesar, Lady Jane Grey, Edward the Confessor).