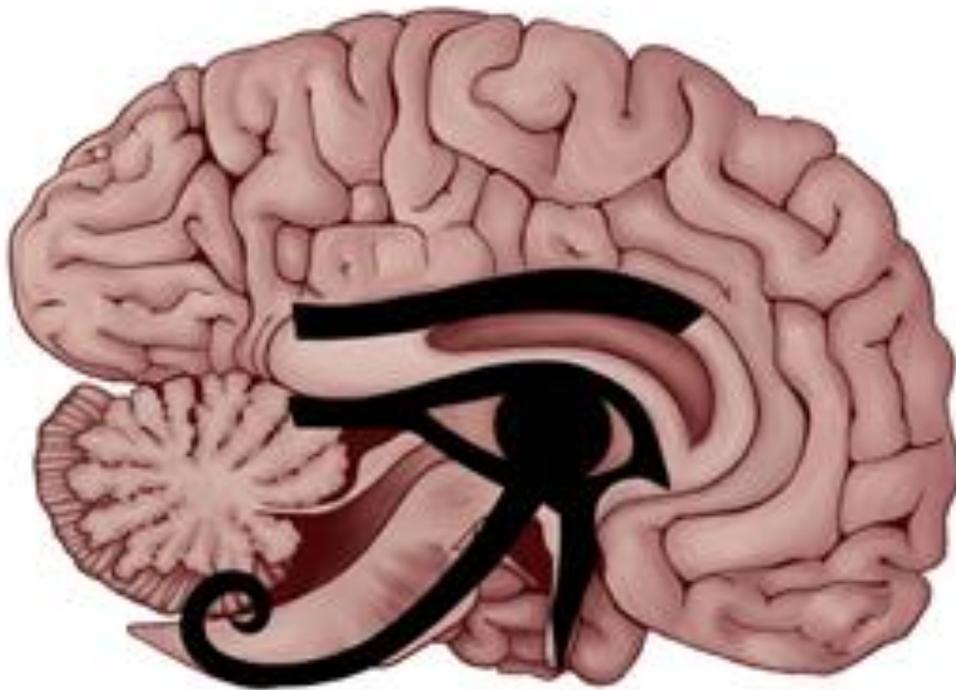




History Intent and Progression Statements





History

Sticklepath Intent



Our curricular aims are to develop **Growing Minds** that are **Curious, Critical Communicators**.

History at Sticklepath will develop in our children a knowledge and understanding of their past and that of Barnstaple, Britain and the wider world. We want our children to be **deeply curious** about the past and to understand how that connects to their world today.

We want Sticklepath children to be **deep critical thinkers**, able to evaluate different sources of evidence and devise historically valid questions. We want them to have a clear understanding of the difference between primary and secondary sources of evidence and how they can piece together the past. As they develop historical enquiry skills, Sticklepath children will actively search out bias, never taking 'facts' at face value.

At Sticklepath, we immerse our children in history through a knowledge-rich and enquiry-based curriculum, with memorable historical periods and events taught with a flexible content that responds to a changing world. We weave the historical concepts of chronology, cause and consequence, connections and change (both rapid and gradual) through our curriculum.

We want Sticklepath children to see the complexities of history. For example that key periods of history often overlap and cultures/societies in the same periods will have been very diverse and different.

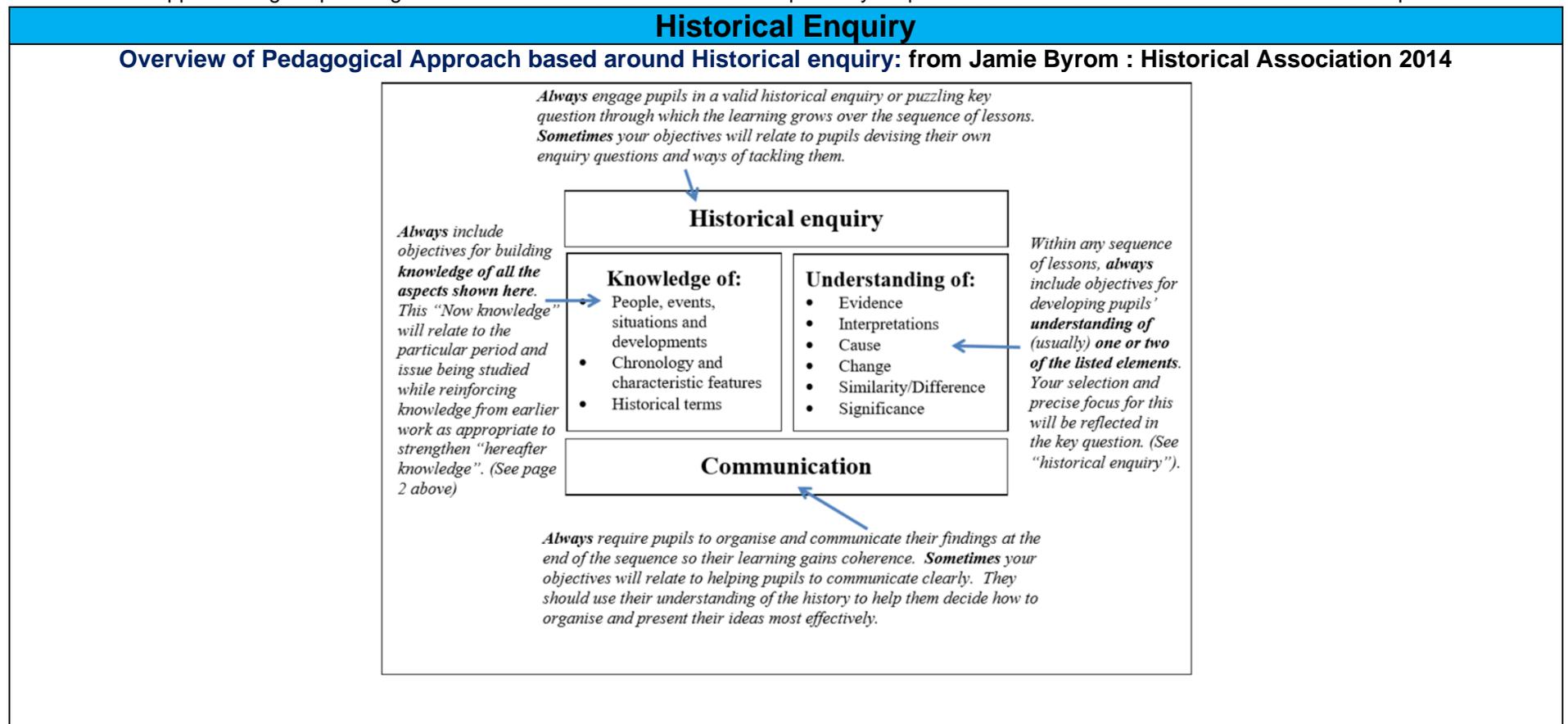
At Sticklepath, we actively teach children to use precise, historical vocabulary, empowering them to **communicate** their historical thinking through hypothesising, explaining, drawing conclusions and critically evaluating.

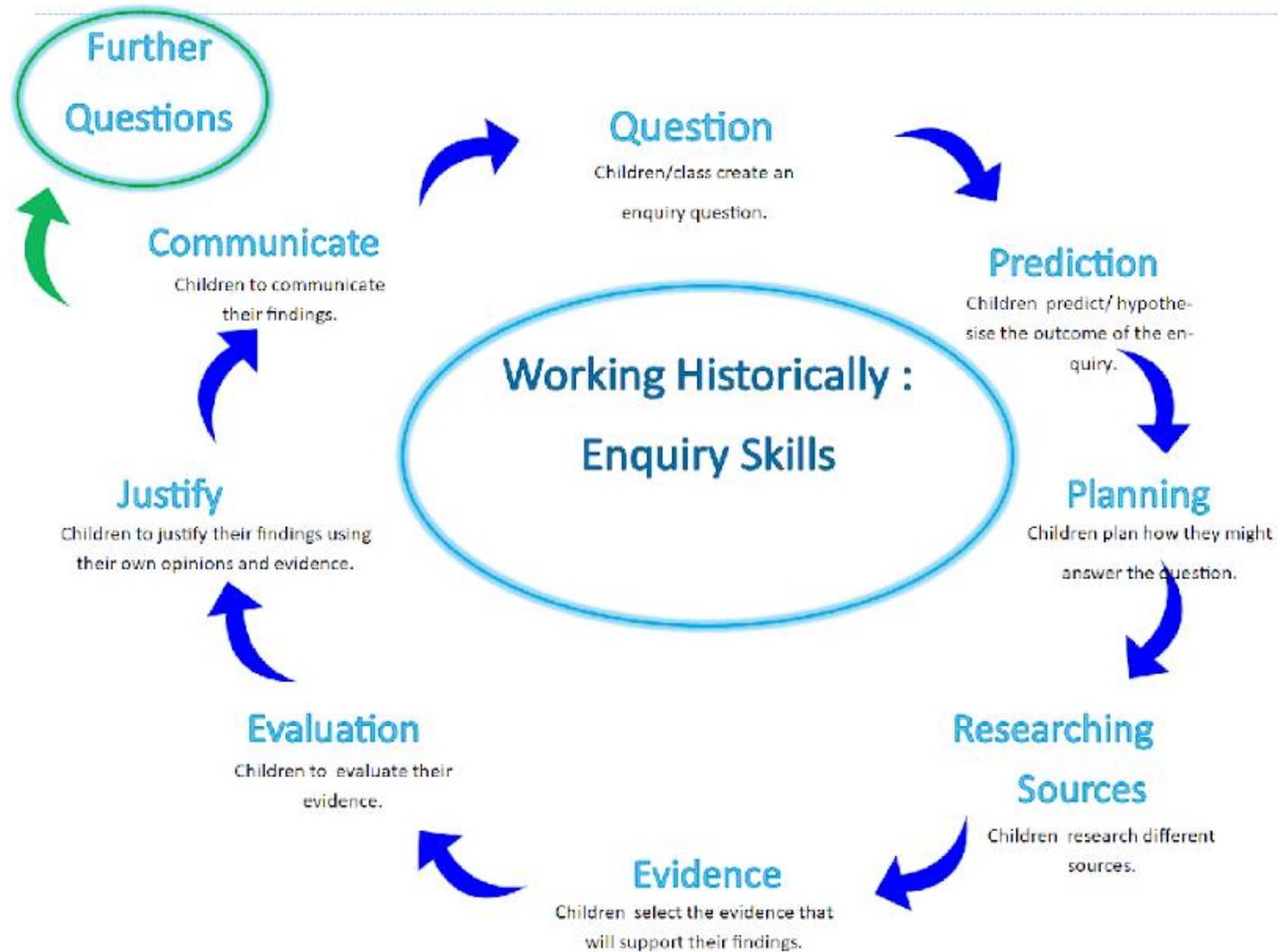
Our **deeply curious, critical children** will use a range of appropriate mediums to **communicate** their historical learning and enthusiasm for the subject to a range of audiences.

1. Working Historically – an enquiry approach

The rationale behind an enquiry as a key pedagogical tool for the teaching and learning of history is based on:

- i. It enables children to think and picture themselves 'as a historian'.
- ii. It immerses children in a core process of researching and 'discovering' history.
- iii. It links conceptual development to new knowledge thereby deepening understanding of the subject.
- iv. It supports a logical planning framework to enable teachers to develop history sequences and to make connections across these sequences.





2. Progression of Historical Concepts :

Key concepts within history are revisited within sequences of teaching and learning. These concepts provide the scaffold upon which children can attach new knowledge and make sense of it within their own schema. This enables them to make connections across different time periods that allow them to understand history more deeply through the comparisons and analysis they make

3. Curriculum Knowledge Progression:

- i. TLP schools will map out for their year groups or phases the breadth of knowledge coverage that best fits the overall structure and aims of their curriculum. Much of this may be based on the national curriculum or develops it. Examples are given below for guidance.
- ii. School mapping will take account of the need to keep chronology and timelines clear for children and how best to make connections across different periods of time.
- iii. It is expected that within different time periods schools will ensure key themes are revisited within different time periods that have historical contexts eg : authority, houses and settlements, beliefs and religion, culture, inventions and technology, clothing, food, significant people, differences within society, causal changes – war, famine etc

History National Curriculum Programmes of Study to be applied by schools according to their preferred Curriculum rationale:

| KS1: | KS2: | KS3: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> i. changes within living memory. ii. 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] iii. the lives of significant individuals in the past who have contributed to national and international achievements. iv. significant historical events, people and places in their own locality. | <ol style="list-style-type: none"> i. changes in Britain from the Stone Age to the Iron Age ii. the Roman Empire and its impact on Britain iii. Britain's settlement by Anglo-Saxons and Scots iv. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor v. a local history study vi. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 vii. the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the | <ol style="list-style-type: none"> i. Normans ii. Magna Carta iii. Black Death iv. War of the Roses v. Development of church, state and society vi. Industry and empire vii. Holocaust |

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| | <p>following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>viii. Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>ix. 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.</p> | |
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History Progression

| Year Group | Knowledge and Understanding | Key Concepts | Enquiry Skills |
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| Early Years | <ul style="list-style-type: none"> ➤ Talk about past and present events in their own lives and the lives of family members ➤ ELG 01- Children anticipate key events and respond with comments, questions or actions ➤ ELG02- children answer 'how and 'why' questions in response to events ➤ ELG 03- children understand verb forms for future, past and present when talking about events and can develop their own narratives and connect ideas ➤ ELG 13- Children talk about past events in their own lives and the lives of their family ➤ ELG 14- They understand about why some things change eg Seasons | <p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ State examples of change <p>Significance of events/people</p> <ul style="list-style-type: none"> ➤ Recognise and describe special times or events for family or friends | <p>Ability to ask questions</p> <ul style="list-style-type: none"> ➤ Ask simple questions about artefacts, pictures and documents – who, what, where, about <p>Prediction</p> <ul style="list-style-type: none"> ➤ To give an opinion <p>Exploring how to find answers</p> <ul style="list-style-type: none"> ➤ Suggest some ideas of how they might answer the question <p>Research and gathering of evidence</p> <ul style="list-style-type: none"> ➤ Finding different sources of information to help them answer their question <p>Evaluating and justifying</p> <ul style="list-style-type: none"> ➤ Think about the evidence they've found out with supported discussion <p>Communicating about their enquiry</p> <ul style="list-style-type: none"> ➤ Share in a range of ways what they've found out about their question |

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| <p>Year 1</p> | <ul style="list-style-type: none"> ➤ Tell the difference between past and present events in their own lives and the lives of others. | <p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ State examples of change <p>Significance of events/people</p> <ul style="list-style-type: none"> ➤ Recognise and describe special times or events for family or friends <p>Similarity and Difference within a period</p> <ul style="list-style-type: none"> ➤ Make simple observations about different types of people, events, beliefs within a society | <p>Ability to ask questions</p> <ul style="list-style-type: none"> ➤ Develop a range of relevant questions about a historical person or event <p>Prediction</p> <ul style="list-style-type: none"> ➤ To give an opinion with some reasons <p>Exploring how to find answers</p> <ul style="list-style-type: none"> ➤ Suggest some appropriate ideas of how to find answers, from some of their own experiences <p>Research and gathering of evidence</p> <ul style="list-style-type: none"> ➤ Outline and gather appropriate and different visual & written sources, and artefacts that might support them answering their questions |
| <p>Year 2</p> | <ul style="list-style-type: none"> ➤ Use information to describe the past ➤ Uses information to describe similarities and differences between then and now ➤ Recount main events for a period in history ➤ Use evidence to describe why people acted like that they did in the past | <p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ State examples of change <p>Significance of events/people</p> <ul style="list-style-type: none"> ➤ Recognise and describe special times or events for family or friends <p>Similarity and Difference within a period</p> | <p>Evaluating and justifying</p> <ul style="list-style-type: none"> ➤ Think about the evidence they've got and relate it to their prediction <p>Communicating about their enquiry</p> <ul style="list-style-type: none"> ➤ Share and describe the evidence they've found and begin to give some reasons |

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| | | <ul style="list-style-type: none"> ➤ Make simple observations about different types of people, events, beliefs within a society | <ul style="list-style-type: none"> ➤ Describes objects, people and events in a range of ways (simple stories, labelled diagrams, recounts and annotated photos) ➤ Beginning to use subject specific words |
| Year 3 | <ul style="list-style-type: none"> ➤ Use evidence to describe past: Houses and settlements ➤ Culture and leisure activities ➤ Clothes, way of live and actions of people ➤ Buildings and their uses ➤ People's beliefs and attitudes ➤ Things of importance to people ➤ Differences of lives between rich and poor ➤ Identify changes during the time period and describe similarities and differences | <p>Cause and Consequence</p> <ul style="list-style-type: none"> ➤ Demonstrate some understanding and give reasons for and results of, historical events & changes ➤ Understand how our knowledge of the past is constructed from a range of sources <p>Similarity and Difference within a period</p> <ul style="list-style-type: none"> ➤ Identify and explain similarities/differences to compare culture at different times <p>Significance of events/people</p> <ul style="list-style-type: none"> ➤ Identify and say why people and events are historically impactful ➤ | <p>Ability to ask questions</p> <ul style="list-style-type: none"> ➤ Develop their own line of enquiry/interests they want to find out more about within a historical period <p>Prediction</p> <ul style="list-style-type: none"> ➤ Preferring based on their own knowledge or prior learning <p>Exploring how to find answers</p> <ul style="list-style-type: none"> ➤ Plan and organise how they will carry out their enquiry <p>Research and gathering of evidence</p> <ul style="list-style-type: none"> ➤ Directly finding and selecting the most relevant sources that will be able to justify their answer <p>Evaluating and justifying</p> <ul style="list-style-type: none"> ➤ Suggest reasons why their prediction may or may not be right |

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| <p>Year 4</p> | <ul style="list-style-type: none"> ➤ Use evidence to describe past: Houses and settlements ➤ Culture and leisure activities ➤ Clothes, way of live and actions of people ➤ Buildings and their uses ➤ People's beliefs and attitudes ➤ Things of importance to people ➤ Differences of lives between rich and poor ➤ Identify changes during the time period and describe similarities and differences ➤ Gives reasons why the changes occurred ➤ Describe how some past events affect the modern day | <p>Interpretation and Perspective</p> <ul style="list-style-type: none"> ➤ Explain how and why different historical viewpoints and interpretations have been constructed ➤ Understand that bias is not always negative <p>Reliability</p> <ul style="list-style-type: none"> ➤ Select and evaluate primary and secondary sources and come up with reasons why one might be more reliable than another | <p>Communicating about their enquiry</p> <ul style="list-style-type: none"> ➤ Organise and explain the evidence that they've found and present it clearly with reasons for their views ➤ Presents findings about past using speaking, writing, ICT, drawing skills, drama and maths (data handling) ➤ Uses dates and terms correctly ➤ Discusses most appropriate way to present information, realising that it is for an audience ➤ Uses subject specific words such as monarch, settlement, invader. |
| <p>Year 5</p> | <ul style="list-style-type: none"> ➤ Study different aspects of life of different people ➤ Differences between men and women | <p>Chronology</p> <ul style="list-style-type: none"> ➤ Make connections between periods of history | <p>Ability to ask questions</p> <ul style="list-style-type: none"> ➤ Devise historically valid open-ended questions within and across different historical periods |

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| | <ul style="list-style-type: none"> ➤ Gives some causes and consequences and results of great events and the impact on people ➤ Compare life in early and late times studied and then compare an aspect of life to the same aspect in a different period. | <p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ Make/explain connections between main events, situations and changes within and across different periods/societies | <p>Prediction</p> <ul style="list-style-type: none"> ➤ Making predictions based on historical enquiries they've made in the past |
| <p>Year 6</p> | <ul style="list-style-type: none"> ➤ Houses and settlements ➤ Culture and leisure activities ➤ Clothes, way of live and actions of people ➤ Buildings and their uses ➤ People's beliefs and attitudes ➤ Things of importance to people ➤ Differences of lives between rich and poor ➤ Choose reliable sources of factual evidence to describe them ➤ Identify how any of the above may have changed during a time period | <p>Cause and Consequence</p> <ul style="list-style-type: none"> ➤ Make connections and analyse a range of reasons for historical events and changes ➤ Prioritising the most important causes <p>Similarity and Difference within a period</p> <ul style="list-style-type: none"> ➤ Describe and compare the social, cultural, religious and ethnic diversity in Britain and the wider world <p>Significance of events/people</p> <ul style="list-style-type: none"> ➤ Understand and explain what makes them historical figures and events significant <p>Interpretation and Perspective</p> <ul style="list-style-type: none"> ➤ Explain how and why different historical viewpoints and | <p>Exploring how to find answers</p> <ul style="list-style-type: none"> ➤ Plan how to answer their enquiry based on their previous historical enquiries and knowledge of relevant/reliable sources <p>Research and gathering of evidence</p> <ul style="list-style-type: none"> ➤ Drawing on a range of relevant, different primary and secondary sources ➤ Looking at sources that might provide different perspectives/balanced arguments <p>Evaluating and justifying</p> <ul style="list-style-type: none"> ➤ Justify or change their prediction based on the evidence they've found <p>Communicating about their enquiry</p> <ul style="list-style-type: none"> ➤ Challenge their predictions |

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| | <ul style="list-style-type: none"> ➤ Give own reasons why changes may have occurred and backup with evidence ➤ Make links between some features of past society | <p>interpretations have been constructed</p> <ul style="list-style-type: none"> ➤ Understand that bias is not always negative <p>Reliability</p> <ul style="list-style-type: none"> ➤ Select and evaluate primary and secondary sources and come up with reasons why one might be more reliable than another | <ul style="list-style-type: none"> ➤ Reach their own conclusions and justify with the evidence they've found and present this in a range of ways Reflecting on the process they've been through ➤ Presents information in an organised and clearly structured way ➤ Presents information in the most appropriate way (e.g written explanation/tables and charts/labelled diagram) ➤ Makes accurate use of specific dates and terms |
| <p>KS3</p> | <ul style="list-style-type: none"> ➤ Describe how periods studied from the past affect life today. ➤ Select and organise reliable sources of factual evidence to back up arguments. | <p>Chronology</p> <ul style="list-style-type: none"> ➤ Explain connections between different periods of history <p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ Identify and explain change and continuity within and across periods <p>Cause and Consequence</p> <ul style="list-style-type: none"> ➤ Prioritise/Analyse/Explain/Evaluate reasons for and results of historical events and changes. | <ul style="list-style-type: none"> ➤ Select and organise most appropriate way to present information for a variety of audiences. |

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| | | <p>Similarity and Difference within a period</p> <ul style="list-style-type: none">➤ Understand, explain and analyse diverse experiences and ideas, beliefs, attitudes of men, women and children in past societies <p>Significance of events/people</p> <ul style="list-style-type: none">➤ Consider/ explain the significance of events, people and developments in their context and in the present <p>Interpretation and Perspective</p> <ul style="list-style-type: none">➤ Identify and analyse bias, including propaganda when examining different historical perspectives. <p>Reliability</p> <ul style="list-style-type: none">➤ Compare the authenticity of a range of historical sources and explain why more weight should be given to some than others | |
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| Secondary Key Concepts | | | |
| Governance | <ul style="list-style-type: none"> - Romans - Victorians | | |
| Culture | <ul style="list-style-type: none"> - Egyptians - Greeks - Vikings - Anglo - Saxons - Stone-age - Iron-age - Bronze-age | | |
| Religion | <ul style="list-style-type: none"> - Tudors - Egyptians - Anglo-Saxons | | |
| Empire | <ul style="list-style-type: none"> - Tudors - Romans - British Empire (runs through different periods of history) | | |
| Monarchy | <ul style="list-style-type: none"> - Victorians - Tudors - Stuarts - Elizabethans | | |

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| Civilisation | <ul style="list-style-type: none">- Romans- Greeks- Egyptians- Stone-age- Iron-age- Bronze-age |

Sticklepath Community Primary Academy

Whole School History Timetable (Cycle A 2021, 2023, 2025, 2027)

Intellectual Progression

Recognise – Identify – respond – Express

Observe – Describe – Select – Simple Vocabulary

Compare and Contrast – Reason – Views and Opinions – Appropriate Vocabulary

Understanding through Explanation – Accurate and Precise Vocabulary

Describe and Explain Links, Patterns, Processes and Relationships

Explanations – Conclusions – Judgements

Evaluate critically – Validity – Hypothesis – Remodel

| | Autumn | Spring | Summer |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|
| Early Years | <p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ State examples of change <p>Significance of events/people</p> <ul style="list-style-type: none"> ➤ Recognise and describe special times or events for family or friends | | |

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| Year 1 | | How does the lives of Victorian children compare to the lives of children today? - concept- change monarchy | |
| Year 2 | | How does the lives of Victorian children compare to the lives of children today? - concept- change monarchy | |
| Year 3 | The Battle of Watling St – Brutal Massacre or Glorious Victory? - concept - interpretation and perspective | | |
| Year 4 | The Battle of Watling St – Brutal Massacre or Glorious Victory? - concept - interpretation and perspective | | |
| Year 5 | The death of Tutankhamun: Murder or Mishap? - concept -interpretation and perspective cause and consequence) | | |
| Year 6 | The death of Tutankhamun: Murder or Mishap? - concept interpretation and perspective - cause and consequence) | | |
| Vocabulary | | | |

Sticklepath Community Primary Academy

Whole School History Timetable (Cycle B 2022, 2024, 2026, 2028)

Intellectual Progression

Recognise – Identify – respond – Express

Observe – Describe – Select – Simple Vocabulary

Compare and Contrast – Reason – Views and Opinions – Appropriate Vocabulary

Understanding through Explanation – Accurate and Precise Vocabulary

Describe and Explain Links, Patterns, Processes and Relationships

Explanations – Conclusions – Judgements

Evaluate critically – Validity – Hypothesis – Remodel

| | Autumn | Spring | Summer |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|
| Early Years | <p style="text-align: center;">Continuity and Change (in and between periods)</p> <p style="text-align: center;">➤ State examples of change</p> | | |

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| | Significance of events/people ➤ Recognise and describe special times or events for family or friends | | |
| Year 1 | | Why did the Vikings invade Britain? - concept - similarity and difference | |
| Year 2 | | Why did the Vikings invade Britain? - concept - similarity and difference | |
| Year 3 | Was Elizabeth 1st the greatest ever English monarch? - concept - chronology, reliability monarchy | | |
| Year 4 | Was Elizabeth 1st the greatest ever English monarch? - concept - Chronology reliability monarchy | | |
| Year 5 | Why did Britain once rule the largest Empire the world has ever known? - concept - chronology / continuity and change | | |
| Year 6 | Why did Britain once rule the largest Empire the world has ever known? - concept - chronology / continuity and change | | |
| Vocabulary | | | |