

Gayton History Skills Progression Map

Intent statement:

At Gayton Junior School, our primary intent is to spark in our pupils a curiosity about the past which fuels greater interest in the world around them and develops a deeper understanding of the different people and places in it. Alongside this, we also aim for our children to:

- Develop a coherent knowledge of the history of Britain, including their own locality, as well as the wider world.
- Gain a secure understanding of chronology, the process of change and connections between different groups of people throughout time.
- Understand that the past is a story which can be told differently, depending on the perspective, and that history is constructed from evidence that remains with varying degrees of reliability.
- Access all history lessons and make good progress within the subject, regardless of their starting point.
- Be aware of the diversity of past societies as well as gain a better understanding of their own identity.
- Improve important historical skills such as researching, ordering, debating and evaluating through 'Learning to Learn' activities.

Implementation statement:

We deliver enjoyable, creative learning experiences which bring history alive in the classroom. Staff plan for topics to be as memorable, interactive and collaborative as possible in order to instil in our pupils a positivity about the subject which will hopefully last throughout their time in education and beyond. The school building is also full of history murals and displays to remind the children of their current and past learning in a fun, eye-catching way.

Topics focusing on invaders and settlers in Britain are taught chronologically; however, we intersperse in-depth studies on our pre-historic roots, ancient civilisations from across the globe as well as more modern events of significance e.g. the space race. By moving back and forth within the past, as well as focusing on a more linear journey through British history, we give our pupils a secure understanding of chronology, the process of change and the connections between different groups of people from around the world.

Pupils are given regular opportunities to use and study timelines; re-cap and re-visit key dates and make links between different topics. In addition to this, we also focus on teaching the historical vocabulary needed to understand the passing of time with the expectations of language used increasing as children progress through the school.

At least once per topic, we ensure that children are presented with contrasting historical evidence, using a variety of primary and secondary sources, so that they have the opportunity to learn how to compare arguments and ask perceptive questions before forming their own opinions about the past. The complexity of the sources used increases as children move up the school and the discussions surrounding their reliability become more in-depth.

The individual starting points of all of our children are taken into account when preparing to teach a history topic and staff use their knowledge and expertise to support and stretch children as necessary. Children who are recognised as particularly gifted historians will be added to the school's Gifted and Talented register to undertake enrichment opportunities and ensure future teachers are aware of their need to be challenged.

We look at the experiences of men, women and children; slaves, soldiers, working people and royalty, in order to gain a better view of what everyday life was like across society. In Year 3, we also teach a local history study (combined with geography), which tracks the development of Derby over time from Roman settlement to industrialisation. This gives our children a clearer understanding of where they come from and past events which have helped to shape the Derby that they know today. Children are also given the opportunity to explore what Derby may look like in the future, looking beyond their own lifetime.

At Gayton, the philosophy of Learning to Learning permeates all aspects of our curriculum, including History. Through specific Learning to Learn activities, we give pupils the chance to regularly practise important skills that will enable them to become life-long learners, as well as effective historians.

Impact statement:

We regularly assess the impact of our implementation to ensure that it achieves our aims in a variety of different ways:

- An end-of-unit quiz to assess how much of the key knowledge children have retained. Key knowledge is also re-capped at the beginning of most lessons through starter activities which revisit the previous week's learning.
- Frequent, informal teacher assessments and 'live marking' throughout each lesson as well as retrospectively marking the work produced. Staff also record a formal assessment at the end of each term in order to track progress.
- At the end of each academic year, a whole-school history data analysis and target setting process is conducted by the subject co-ordinator.
- Planning checks, book scrutinises and learning walks are carried out by the subject co-ordinator, in collaboration with the SLT, to ensure standards across the school.
- Annual pupil interviews are conducted by the subject co-ordinator. Children consistently rate their history lessons highly and talk positively about the subject.
- Throughout our school, there are many vibrant and informative displays which showcase the children's knowledge and creativity in history as well as being useful teaching resources and memory aids.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- 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.

	LKS2	UKS2
Historical Interpretations	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.
Chronological Understanding	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presenting, Organising and Communicating</p>	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.