



**Horsington Church School**  
A Bath and Wells Academy



**'That they may have life, life in all its fullness' John 10:10**

## History Intent

At Horsington Church School, we aim for a high-quality history curriculum which inspires in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world. It develops their sense of chronology knowledge and understanding about significant aspects of the history of the wider world. It teaches them about ancient civilisations and empires; changes in living memory and beyond living memory. They will learn about the lives of significant people of the past and develop historical research skills.

We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

We wish children to understand that what happened in the past is still relevant today.

## Subject Specific Progression

### History Year 1 & 2

<b>Unit: Chronological Understanding</b>	
Pupils should be taught to:	
<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>Recount changes in own life over time</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events or artefacts closer together in time</li> </ul>
<ul style="list-style-type: none"> <li>Distinguish between past and present</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between different ways of life in different time periods</li> </ul>
<ul style="list-style-type: none"> <li>Identify similarities and differences between different ways of life beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases such as recently, before, after, now, later, x years ago, a long time ago, timeline</li> </ul>
<ul style="list-style-type: none"> <li>Use words and phrases such as old, new, young, days, months, past, present, now, then, future</li> </ul>	
<b>Unit: Range and depth of historical knowledge</b>	
<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>Tell the difference between past and present in own and other people's lives episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Use stories and other information to describe the past.</li> </ul>
	<ul style="list-style-type: none"> <li>Use stories and other information to describe differences between then and now.</li> </ul>
	<ul style="list-style-type: none"> <li>Recount main events from a significant time in history and demonstrate knowledge of significant individuals in the past</li> </ul>
	<ul style="list-style-type: none"> <li>Identify differences between ways of life at different times</li> </ul>
<b>Unit: Interpretations of History</b>	
<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/stories</li> <li>Able to identify different ways to represent the past ( pictures, plays, films, written accounts, museums and stories)</li> </ul>
<ul style="list-style-type: none"> <li>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss reliability of photos/ accounts/stories</li> </ul>
	<ul style="list-style-type: none"> <li>Able to identify different ways to represent the past ( pictures, plays, films, written accounts, museums and stories)</li> </ul>
<b>Unit: Historical Enquiry</b>	
<b>Year 1</b>	<b>Year 2</b>

<ul style="list-style-type: none"> <li>Sort artefacts “then” and “now”</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period and observe and record differences</li> </ul>
<ul style="list-style-type: none"> <li>Ask and answer questions related to different sources and objects</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use the library, e-learning for research and to ask and answer questions</li> </ul>
	<ul style="list-style-type: none"> <li>Suggest sources of evidence to use to help answer questions</li> </ul>
<b>Unit: Organisation and Communication</b>	
<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>Describes objects, people and events.</li> </ul>	<ul style="list-style-type: none"> <li>Draw labelled diagrams and writes about them to tell others about people, events and objects from the past.</li> </ul>
<ul style="list-style-type: none"> <li>Write simple stories and recounts about the past</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and terms with increasing accuracy</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss different ways of presenting information for different purposes/ audiences</li> </ul>

## Subject Specific Progression

### History Year 3 & 4

<b>Unit: Chronological Understanding</b>	
Pupils should be taught to:	
<b>Year 3</b>	<b>Year 4</b>
<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on a time line use terms related to the period and begin to date events</li> </ul>
<ul style="list-style-type: none"> <li>Sequence events, people or artefacts on a timeline within period</li> </ul>	<ul style="list-style-type: none"> <li>Use dates related to the passing of time eg 19th and 20th Century</li> </ul>
<ul style="list-style-type: none"> <li>Understand BC/ AD BCE/ ACE</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as Century, decade, BCE/ACE, after, before, during</li> </ul>
<b>Unit: Range and depth of historical knowledge</b>	
<b>Year 3</b>	<b>Year 4</b>
<ul style="list-style-type: none"> <li>Use information to describe the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> </ul>
<ul style="list-style-type: none"> <li>Use information to describe differences between then and now.</li> </ul>	
<ul style="list-style-type: none"> <li>Recount main events from a significant period in history.</li> </ul>	
<ul style="list-style-type: none"> <li>Use evidence to explain reasons why people in past acted as they did.</li> </ul>	
	<ul style="list-style-type: none"> <li>Identify key features and events of time studied</li> </ul>
	<ul style="list-style-type: none"> <li>Look for links and effects in time studied</li> </ul>
	<ul style="list-style-type: none"> <li>Offer a reasonable explanation for some events</li> </ul>
<b>Unit: Interpretations of History</b>	
<b>Year 3</b>	<b>Year 4</b>
<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available and give reasons why there might be different accounts of history</li> </ul>
<ul style="list-style-type: none"> <li>Distinguish between different sources and evaluate their usefulness</li> </ul>	<ul style="list-style-type: none"> <li>Begin to evaluate the usefulness of different sources</li> </ul>
<ul style="list-style-type: none"> <li>Look at different versions of the same event and identify differences</li> </ul>	<ul style="list-style-type: none"> <li>Use text books and historical knowledge</li> </ul>
<b>Unit: Historical Enquiry</b>	
<b>Year 3</b>	<b>Year 4</b>
Use a range of sources to find out about a period <ul style="list-style-type: none"> <li>Select and record information relevant to the study</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> </ul>

<ul style="list-style-type: none"> <li>• Observe small details – artefacts, pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Give reasons why there may be different accounts of history</li> </ul>
<ul style="list-style-type: none"> <li>• Select and record information relevant to the study</li> </ul>	<ul style="list-style-type: none"> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> </ul>
<ul style="list-style-type: none"> <li>• Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Ask a variety of questions</li> </ul>
	<ul style="list-style-type: none"> <li>• Use the library and internet for research</li> </ul>

### **Unit: Organisation and Communication**

<b>Year 3</b>	<b>Year 4</b>
<ul style="list-style-type: none"> <li>• Use dates and terms with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss different ways of presenting information for different purposes/ audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates and terms correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>• Discuss most appropriate way to present information, realising that it is for an audience.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use subject specific words</li> </ul>

## Subject Specific Progression

### History Year 5 & 6

<b>Unit: Chronological Understanding</b>	
Pupils should be taught to:	
<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> </ul>
<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant dates and terms</li> </ul>
<ul style="list-style-type: none"> <li>Sequence historical periods</li> </ul>	<ul style="list-style-type: none"> <li>Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world</li> </ul>
<ul style="list-style-type: none"> <li>Compare current studies to other time periods studied</li> </ul>	<ul style="list-style-type: none"> <li>Use words such as social, religious, political, technological, cultural, bias, reliability, legacy</li> </ul>
<ul style="list-style-type: none"> <li>Use words and phrases such as century, decade, BCE/ACE, after, before, during, Victorians, Tudors, era, period</li> </ul>	
<b>Unit: Range and depth of historical knowledge</b>	
<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> </ul>	<ul style="list-style-type: none"> <li>Know key dates, characters and events of time studied</li> </ul>
<ul style="list-style-type: none"> <li>Examine causes and results of great events and the impact on people</li> </ul>	
<ul style="list-style-type: none"> <li>Compare life in early and late 'times' studied</li> </ul>	
<ul style="list-style-type: none"> <li>Compare an aspect of life with the same aspect in another period</li> </ul>	
	<ul style="list-style-type: none"> <li>Give own reasons why events occurred, backed up with evidence</li> </ul>
	<ul style="list-style-type: none"> <li>Describe how some changes affect life today</li> </ul>
	<ul style="list-style-type: none"> <li>Make links between some features of past societies</li> </ul>
<b>Unit: Interpretations of History</b>	
<b>Year 5</b>	<b>Year 6</b>

<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at</li> </ul>
<ul style="list-style-type: none"> <li>• Give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others</li> </ul>	<ul style="list-style-type: none"> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> </ul>
	<ul style="list-style-type: none"> <li>• Be aware that different evidence will lead to different conclusions</li> </ul>
	<ul style="list-style-type: none"> <li>• Confidently use the library and internet for research</li> </ul>

### Unit: Historical Enquiry

Year 5	Year 6
<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources •questions • internet for research with increasing • confidence • knowledge gathered from several sources together in a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> </ul>
<ul style="list-style-type: none"> <li>• Choose the most reliable sources of evidence from a selection provided, to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about an aspect of time past</li> </ul>
<ul style="list-style-type: none"> <li>• Understand that there is often not a single answer to historical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Form own opinions about historical events from a range of sources and evaluate its usefulness</li> </ul>
<ul style="list-style-type: none"> <li>• internet for research with increasing • confidence</li> </ul>	

### Unit: Organisation and Communication

Year 5	Year 6
<ul style="list-style-type: none"> <li>• Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. • Use dates and terms accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>• Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</li> <li>• Make accurate use of specific dates and terms. Use extended writing</li> </ul>
<ul style="list-style-type: none"> <li>• Use dates and terms accurately</li> </ul>	
<ul style="list-style-type: none"> <li>• Choose most appropriate way to present information to an audience</li> </ul>	

