

'A CURRICULUM TO INSPIRE'

What makes a good Mountfields Lodge Historian

- A secure knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to explore and think critically about history and communicate ideas independently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace and persevere in challenging activities, including opportunities to undertake high-quality research and exploration across a range of history topics.

Aim High Reach for the Sky!



Progression Map for History - Knowledge

Aspect of Subject	KS1	Y3/4	Y5/6
<p>To understand chronology</p>	<p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events</p>



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<p>To build knowledge and understanding of local, British and world history</p>	<p>Describe historical events both within and beyond living memory</p> <ul style="list-style-type: none"> • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did <p>Describe some significant historical events, people and places in their own locality.</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • <i>Give a broad overview of life in Britain from ancient until medieval times.</i> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>Identify continuity and change in the history of the locality of the school.</p> <ul style="list-style-type: none"> • <i>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</i> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



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To communicate historically	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as monarchy, parliament, and war and peace 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Show an understanding of concepts such as civilisation and democracy • Use literacy, numeracy and computing skills independently in order to communicate information about the past. 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills independently and to a good standard in order to communicate information about the past. • Use original ways to present information and ideas.



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Aspect of Subject	KS1	Y3/4	Y5/6
<p>To investigate and interpret the past</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Explore artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history 	<p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Independently select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Persevere to refine lines of enquiry as appropriate.

