

History- progression

How is History Interpreted?

Different Ways to find out about the Past.

Ways to Presenting Findings

Reception:

Extend - to say what is the same and different about different objects / artefacts.

Year 1:

Recap - Create the context of time passing. Children bring in photos of themselves or family members and talk about differences in clothes, cars, toys etc.

Think about the school being over 100 years old. Artefacts linked to the school from the past.

Interpretations of History -

Extend - Identify ways to represent the past and what they tell us. (Photos, film / TV, stories, adult visitors or adults in role, visit places (head of Steam, South Park, Preston Park), texts, websites,)

Extend - Learn about how different artefacts show the differences for rich and poor. Children and adults. Girls and boys. Different jobs

Historical enquiry

Extend - Recognise and talk about what is the same and different about different objects / artefacts, their purpose and impact - what are they used for, who would use them, materials they are made from, how did they help people?

Extend - Begin to develop an understanding of the values of British society, democracy and empathy for others. What is a social conscience?

Extend - Use as wide a range of age appropriate resources and hands on artefacts

Organisation and Communication - Time lines, drawing, drama and role-play, ICT, Mini class museum

Year 2:

Recap- How did the children learn about how the Victorians?

Interpretations of History -

Extend - Compare pictures or photos of people or events from the past - identify ways to represent the past. Who benefitted from this information? How can artefacts be interpreted?

Extend - Why were they made the way they were? How were they used? Compare to modern equivalent.

Extend - look at different ways of interpreting information both modern (links to homeless people in London now) and in the past.

Extend - In the GFoL topic, learn about when specific paintings have been completed. Would it have been during the time of the fire? Look at different paintings of Samuel Pepys Charles II. Compare them and different versions of the same person.

Extend - What does Samuel Pepys' diary tell us about life in 1666? Could everyone read and write?

Extend - Look at History from the point of view of different people, (Men v women, children v adults, rich v poor, different religions or places around the world)

Historical enquiry -

Extend - Encourage children ask their own questions of a source - why what who how where to ask questions and find answers. Interview and ask questions of older family members to find out about the past.

Extend - Sequence a collection of artefacts and link this to the time line.

Hot seating to extend children's thinking.

Organisation and Communication - Written work including art work, drama, role-play

Class assembly and Presentation to different year group (useful as a link to transition in the Summer term)

Year 3:

Recap - How do we know about the past? How did we know about the Great Fire of London? How did Samuel Pepys diary tell us about the fire from the perspective of different people?

Interpretations of History -

Extend -Identify and give reasons why the past is represented in different ways and through different media.

Egyptians -

Extend - Look at artefacts linked to both rich and poor. How do we know about the lives of poor Egyptians as it was only the rich who had possessions which would survive?

Extend - Visit the Oriental Museum in Durham to see and experience artefacts.

Romans -

Extend - Reflect that modern Britain is diverse and it is this way because of different groups of people who have come to live in Britain over a long period of time - This includes the Roman invasion.

Extend - Artefacts linked to Britons and Romans to highlight the advanced civilisation, technology and culture. How do they represent the lives of all people?

Extend - Look at usefulness of artefacts to build a full picture of Roman life in Britain. Create a class museum.

Historical enquiry -

Extend - teach how to ask questions of a source - why what who how where to ask questions and find answers.

Extend - Begin to evaluate the usefulness of a source.

Extend - Look at importance of the Rosetta Stone as without it, we would not be able to read hieroglyphics. Use e-learning for research.

Organisation and Communication -

Extend - Class display or class museum, annotated photos, ICT

Year 4:

Recap - Use of artefacts and what we can learn from them. Where do artefacts come from and how do we learn from them?

Interpretations of History.

Extend -Understand that history can present people as stereotypes.

Extend - What do the children think of when they hear the term Viking?

Extend - Look at different opinions about the Viking raids (the monks v the warriors). Role play as Vikings and Britons.

Extend - Understand why some written sources give a negative view of the Vikings.

Extend - Evaluate the usefulness of different sources and how biased they might be.
Extend - Learn about archaeological digs at sites like Sutton Hoe or York.
Extend - Explore the validity of Greek mythology - where do they come from? How reliable are they?
Extend - Explore the Greek empire and the influence this has had overtime.

Historical enquiry

Extend - Use a range of evidence to build up a full picture of Viking life.
Extend - Learn how to ask questions of a source to present a picture of aspects of Viking / Anglo Saxon life and ancient Greece.
Extend - Ask own questions to evaluate the effectiveness of sources and information available.
Extend - Recognise the usefulness of different sources and how biased they might be.
Extend - Explore a range of sources and evidence to create a picture of life in Ancient Greece - including ancient Greek ruins.
Extend - Compare evidence and artefacts from ancient Greece to modern society. How has this influenced Modern Britain?
Extend - Consider the impact of Greek culture (art, architecture or literature) on later periods in British history, including the present day.

Organisation and Communication

Extend - Select own data and organise it into a data file to answer questions about Viking / Anglo Saxon life. Display finding in a variety of ways including a presentation to different year group.

Year 5:

Recap - How can you build a picture of life from a previous time? How is this harder when the time scale is further back in time? Why is it important to build a full picture of a time in history?

Interpretations of History

Extend - Compare fiction and non-fiction sources and offer different versions of events.
Extend - Think about different ways that a single piece of evidence can be interpreted without seeing the broader picture.
Extend - Offer reasons for different versions of events.

Historical enquiry

Extend - Use evidence to build a picture of Stone Age Britain and the Mayan culture. Select appropriate relevant sections of information and how useful they are.
Extend - Identify primary and secondary sources.
Extend - Select relevant sections of information to gauge how useful they are.
Extend - Build confident in the use of texts and e-learning.
Extend - Begin to develop independent research.
Extend - Begin to recognise primary and secondary sources.
Extend - Begin to recognise that you may not find everything from a single source and that information must be checked and overlapped to build a more accurate picture of the past.

Organisation and Communication

Children create their own display using appropriate labels with terms and appropriate dates.
Working more independently showing initiative. Presentation of learning as tour guides.

Vocabulary Primary and secondary sources

Year 6:

Recap - What can an artefact tell us? What is the role of a historian?

Interpretations of History

Extend - Exploring events from both sides. To learn about why Hitler so influential in Germany.

Extend - Power of propaganda (with lack of TV and internet. Power to control the press. Compare to fake news now. Link sources and make own conclusions.)

Extend - Consider ways of checking the accuracy of a source. Does it show fact or opinion?

Compare accounts of events from different sources and how conclusions were arrived at.

Extend - Use of the Head of Steam as a local source. What is the accuracy of artefacts to build a picture of specific time periods?

Historical enquiry

WW2 Building pictures of life before and after the war in both Britain and Germany.

Extend - Select appropriate relevant sections of information and how useful they are. Extend -

Recognise what is a primary and secondary source. Use a range of sources to find out about one aspect of WW2 and its impact of British life.

Extend - Bring together knowledge from a variety of sources to find out about one aspect of the war through personal research.

Local study

Extend - Visit Head of Steam and think about how evidence builds a picture of the time. What could be added to the museum to extend the experience?

Organisation and Communication Use a variety of ways to communicate knowledge and understanding including extended writing.

Local history - Plan and carry out individual investigations. Use a library or other methods of information retrieval confidently. Use newspapers as a source and write own newspaper articles.

Vocabulary *Primary Source, Secondary source*