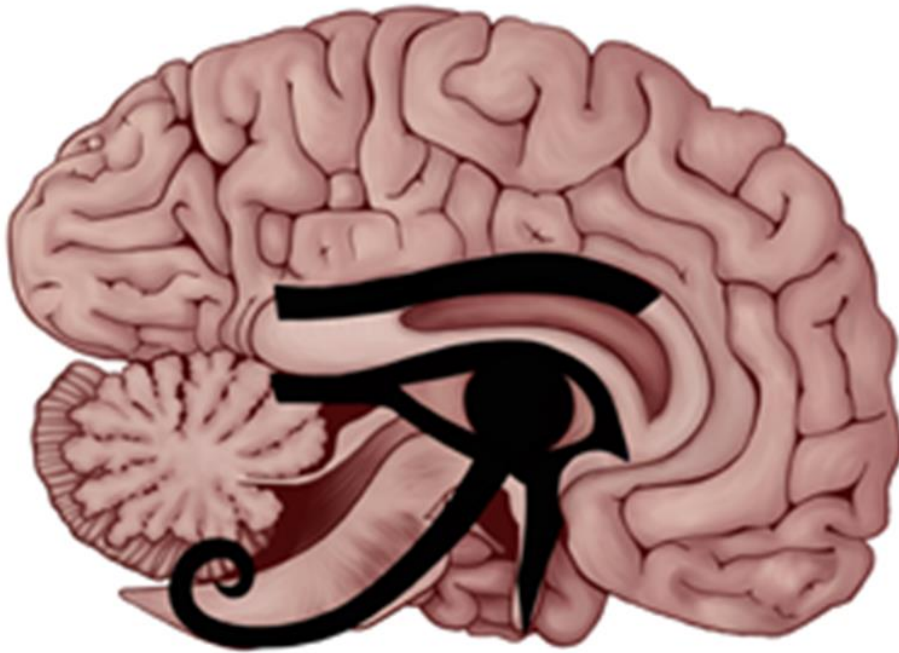




Eden Park History Intent and Progression Statements



History

Eden Park Intent

Growing hearts and minds – together

History at Eden Park 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 the past connects to their world today.

We want Eden Park 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, Eden Park children will actively search out bias, never taking 'facts' at face value.

At Eden Park, 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 Eden Park 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 Eden Park, 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 audience.

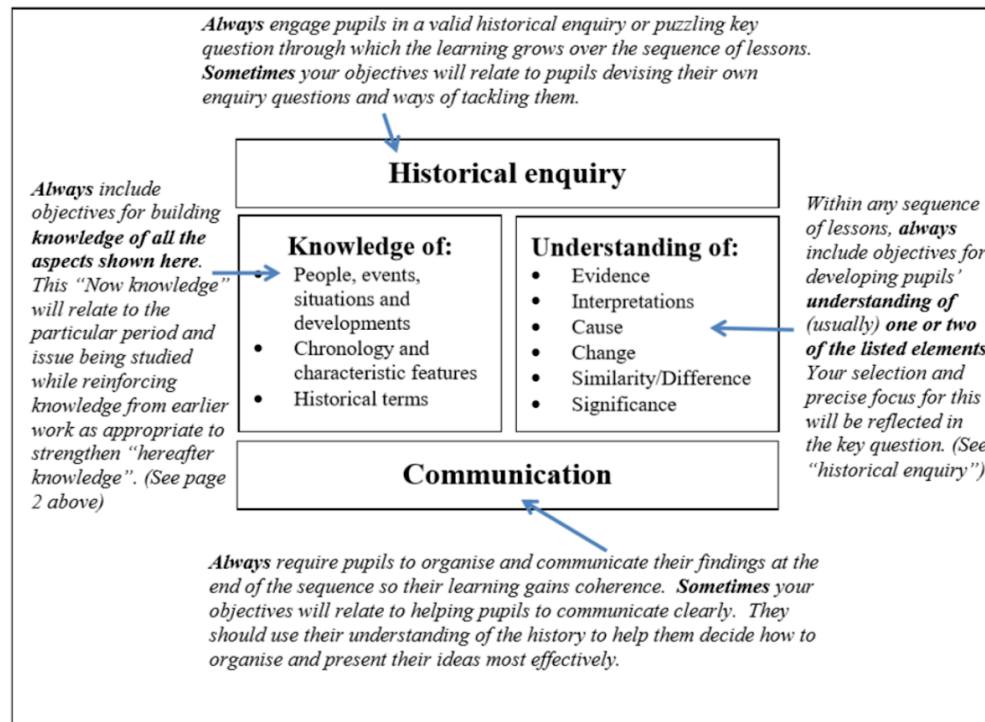
1. Working Historically – an enquiry approach

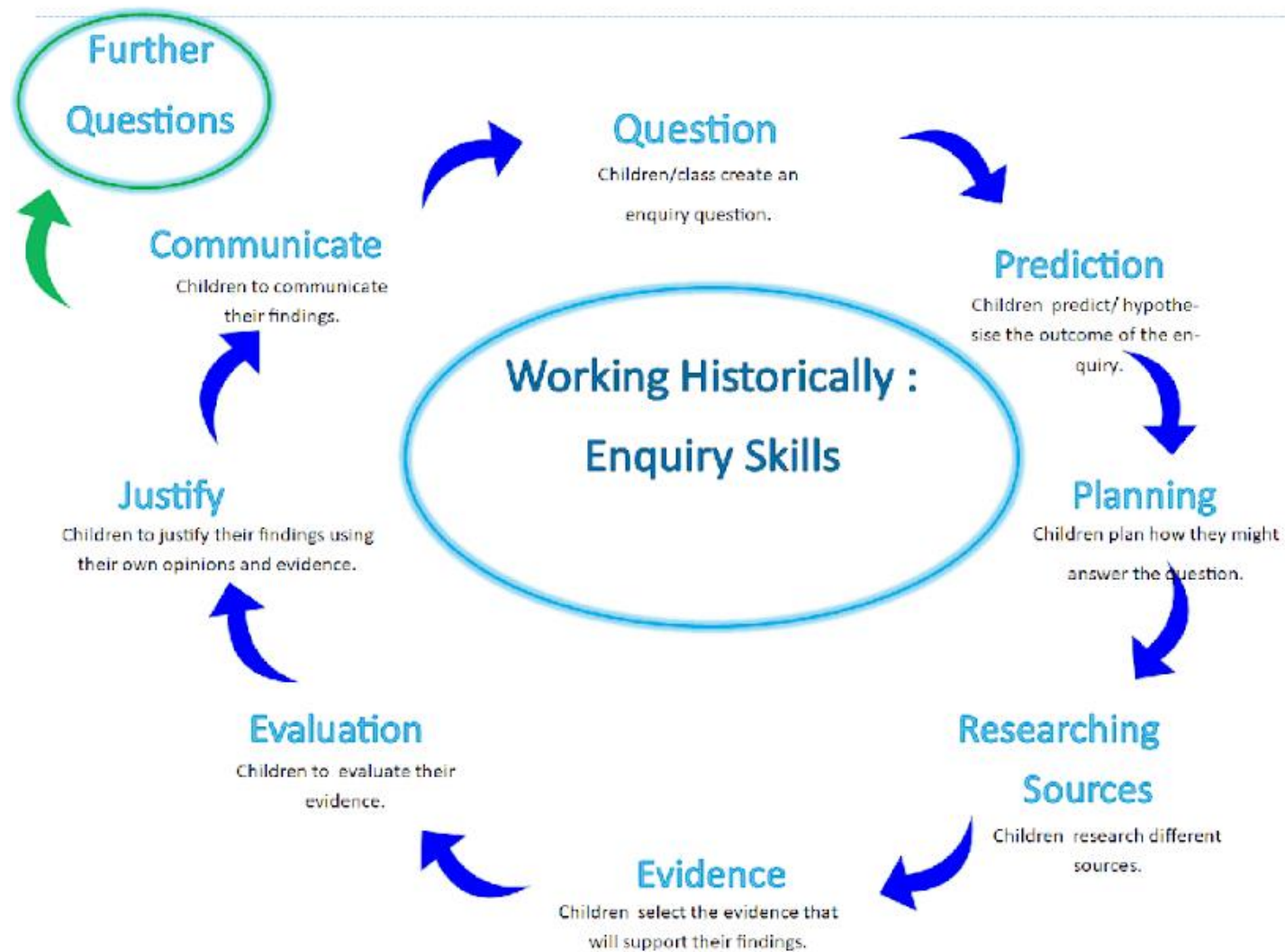
The rationale behind an enquiry as a key pedagogical tool for the teaching and learning of history is based on:

- 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.

Historical Enquiry

Overview of Pedagogical Approach based around Historical enquiry: from Jamie Byrom : Historical Association 2014





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 following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<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

	<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>	

History Progression (by Year Group)			
Year Group	Knowledge and Understanding	Key Concepts	Enquiry Skills
Early Years	<ul style="list-style-type: none"> ➤ To talk about past and present events in their own lives and the lives of family members ➤ ELG 01- To anticipate key events and respond with comments, questions or actions ➤ ELG02- To answer ‘how and ‘why’ questions in response to events ➤ ELG 03- To understand verb forms for future, past and present when talking about events and can develop their own narratives and connect ideas 	<p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ To state examples of change <p>Significance of events/people</p> <ul style="list-style-type: none"> ➤ To recognise and describe special times or events for family or friends 	<p>Ability to ask questions</p> <ul style="list-style-type: none"> ➤ To 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"> ➤ To suggest some ideas of how they might answer the question <p>Research and gathering of evidence</p> <ul style="list-style-type: none"> ➤ To find different sources of information to help them answer their question <p>Evaluating and justifying</p>

	<ul style="list-style-type: none"> ➤ ELG 13- To talk about past events in their own lives and the lives of their family ➤ ELG 14- To understand about why some things change eg. seasons 		<ul style="list-style-type: none"> ➤ To think about the evidence they've found out with supported discussion <p>Communicating about their enquiry</p> <ul style="list-style-type: none"> ➤ To share in a range of ways what they've found out about their question
Year 1	<ul style="list-style-type: none"> ➤ To 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"> ➤ To 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"> ➤ To 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"> ➤ To 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"> ➤ To outline and gather appropriate and different visual & written sources, and artefacts that might support them answering their questions <p>Evaluating and justifying</p> <ul style="list-style-type: none"> ➤ To 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"> ➤ To share and describe the evidence they've found and begin to give some reasons
Year 2	<ul style="list-style-type: none"> ➤ To use information to describe the past ➤ To use information to describe similarities and differences between then and now ➤ To recount main events for a period in history 	<p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ To state examples of change <p>Significance of events/people</p> <ul style="list-style-type: none"> ➤ To 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"> ➤ To 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"> ➤ To share and describe the evidence they've found and begin to give some reasons

	<ul style="list-style-type: none"> ➤ To use evidence to describe why people acted like that they did in the past 	<ul style="list-style-type: none"> ➤ To make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> ➤ To describe objects, people and events in a range of ways (simple stories, labelled diagrams, recounts and annotated photos) ➤ To begin to use subject specific words
Year 3	<ul style="list-style-type: none"> ➤ To use evidence to describe past: <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 ➤ To identify changes during the time period and describe similarities and differences 	<p>Chronology</p> <ul style="list-style-type: none"> ➤ To establish clear narratives within periods of history <p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ To state examples of change <p>Cause and Consequence</p> <ul style="list-style-type: none"> ➤ To demonstrate some understanding and give reasons for and results of, historical events & changes ➤ To 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"> ➤ To identify and explain similarities/differences to compare culture at different times <p>Significance of events/people</p>	<p>Ability to ask questions</p> <ul style="list-style-type: none"> ➤ To 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"> ➤ To make predictions based on their own knowledge or prior learning <p>Exploring how to find answers</p> <ul style="list-style-type: none"> ➤ To plan and organise how they will carry out their enquiry <p>Research and gathering of evidence</p> <ul style="list-style-type: none"> ➤ To directly find and select the most relevant sources that will be able to justify their answer <p>Evaluating and justifying</p> <ul style="list-style-type: none"> ➤ To suggest reasons why their prediction may or may not be right <p>Communicating about their enquiry</p>

		<ul style="list-style-type: none"> ➤ To identify and say why people and events are historically impactful 	<ul style="list-style-type: none"> ➤ To organise and explain the evidence that they've found and present it clearly with reasons for their views ➤ To present findings about past using speaking, writing, ICT, drawing skills, drama and maths (data handling) ➤ To use dates and terms correctly ➤ To discuss the most appropriate way to present information, realising that it is for an audience ➤ To use subject specific words such as monarch, settlement, invader.
Year 4	<ul style="list-style-type: none"> ➤ Use evidence to describe past: <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 ➤ To identify changes during the time period and describe similarities and differences ➤ To gives reasons why the changes occurred ➤ To describe how some past events affect the modern day 	<p>Interpretation and Perspective</p> <ul style="list-style-type: none"> ➤ To explain how and why different historical viewpoints and interpretations have been constructed ➤ To understand that bias is not always negative <p>Reliability</p> <ul style="list-style-type: none"> ➤ To select and evaluate primary and secondary sources and come up with reasons why one might be more reliable than another 	
Year 5	<ul style="list-style-type: none"> ➤ To study different aspects of life of different people <ul style="list-style-type: none"> - e.g. differences between men and women 	<p>Chronology</p> <ul style="list-style-type: none"> ➤ To make connections between periods of history 	<p>Ability to ask questions</p> <ul style="list-style-type: none"> ➤ To devise historically valid open-ended questions within and across different historical periods

	<ul style="list-style-type: none"> - Use evidence to describe past: <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 ➤ To give some causes and consequences and results of great events and the impact on people ➤ To 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"> ➤ To make/explain connections between main events, situations and changes within and across different periods/societies <p>Cause and Consequence</p> <ul style="list-style-type: none"> ➤ To make connections and analyse a range of reasons for historical events and changes ➤ To prioritise the most important causes <p>Similarity and Difference within a period</p> <ul style="list-style-type: none"> ➤ To 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"> ➤ To understand and explain what makes them historical figures and events significant <p>Interpretation and Perspective</p> <ul style="list-style-type: none"> ➤ To explain how and why different historical viewpoints and interpretations have been constructed ➤ To understand that bias is not always negative <p>Reliability</p>	<p>Prediction</p> <ul style="list-style-type: none"> ➤ To make predictions based on historical enquiries they've made in the past <p>Exploring how to find answers</p> <ul style="list-style-type: none"> ➤ To 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"> ➤ To draw on a range of relevant, different primary and secondary sources ➤ To look at sources that might provide different perspectives/balanced arguments <p>Evaluating and justifying</p> <ul style="list-style-type: none"> ➤ To justify or change their prediction based on the evidence they've found <p>Communicating about their enquiry</p> <ul style="list-style-type: none"> ➤ To challenge their predictions ➤ To 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
<p>Year 6</p>	<ul style="list-style-type: none"> ➤ To use evidence to describe past: <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 	<p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ To make/explain connections between main events, situations and changes within and across different periods/societies <p>Cause and Consequence</p> <ul style="list-style-type: none"> ➤ To make connections and analyse a range of reasons for historical events and changes ➤ To prioritise the most important causes <p>Similarity and Difference within a period</p> <ul style="list-style-type: none"> ➤ To 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"> ➤ To understand and explain what makes them historical figures and events significant <p>Interpretation and Perspective</p> <ul style="list-style-type: none"> ➤ To explain how and why different historical viewpoints and interpretations have been constructed ➤ To understand that bias is not always negative <p>Reliability</p>	<p>Prediction</p> <ul style="list-style-type: none"> ➤ To make predictions based on historical enquiries they've made in the past <p>Exploring how to find answers</p> <ul style="list-style-type: none"> ➤ To 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"> ➤ To draw on a range of relevant, different primary and secondary sources ➤ To look at sources that might provide different perspectives/balanced arguments <p>Evaluating and justifying</p> <ul style="list-style-type: none"> ➤ To justify or change their prediction based on the evidence they've found <p>Communicating about their enquiry</p> <ul style="list-style-type: none"> ➤ To challenge their predictions ➤ To 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

	<ul style="list-style-type: none"> ➤ To choose reliable sources of factual evidence to describe them ➤ Identify how any of the above may have changed during a time period ➤ To give own reasons why changes may have occurred and backup with evidence ➤ To make links between some features of past society 	<ul style="list-style-type: none"> ➤ To 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"> ➤ To present 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
KS3	<ul style="list-style-type: none"> ➤ To describe how periods studied from the past affect life today. ➤ To select and organise reliable sources of factual evidence to back up arguments. 	<p>Chronology</p> <ul style="list-style-type: none"> ➤ To explain connections between different periods of history <p>Continuity and Change (in and between periods)</p> <ul style="list-style-type: none"> ➤ To identify and explain change and continuity within and across periods <p>Cause and Consequence</p> <ul style="list-style-type: none"> ➤ To prioritise/Analyse/ Explain/ evaluate reasons for and results of historical events and changes. <p>Similarity and Difference within a period</p> <ul style="list-style-type: none"> ➤ To understand, explain and analyse diverse experiences and ideas, beliefs, attitudes of men, women and children in past societies 	<ul style="list-style-type: none"> ➤ To select and organise most appropriate way to present information for a variety of audiences.

		<p>Significance of events/people</p> <ul style="list-style-type: none"> ➤ To 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"> ➤ To identify and analyse bias, including propaganda when examining different historical perspectives. <p>Reliability</p> <ul style="list-style-type: none"> ➤ To 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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History Progression (across Year Groups)				
Concepts				
	Early Years	KS1	Lower KS2	Upper KS2
Chronology	<ul style="list-style-type: none"> ➤ Order and sequence familiar events 	Fit people and events into a timeline	Establish clear narratives within periods of history	Make connections between periods of history
Continuity and Change (in and between periods)	<ul style="list-style-type: none"> ➤ State examples of change 	<ul style="list-style-type: none"> ➤ Understand what change is and give examples from historical periods when compared to their own lives 	<ul style="list-style-type: none"> ➤ Understand what change is and give examples from different time periods 	Make/explain connections between main events, situations and changes within and across different periods/societies

			➤ Begin to make connections between main events, situations and changes within and across different periods/societies	
Cause and Consequence	➤ Question why things happen Know what causes everyday things to happen	Recognise why people did things, why events happened and what happened as a result	Demonstrate some understanding and give reasons for and results of, historical events & changes	➤ Make connections and analyse a range of reasons for historical events and changes Prioritising the most important causes
Similarity and Difference within a period	Know about similarities and differences between themselves and others, families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Identify and explain similarities/differences to compare culture at different times	Describe and compare the social, cultural, religious and ethnic diversity in Britain and the wider world
Significance of events/people	Recognise and describe special times or events for family or friends	Understand who was important e.g. in a simple historical account	Identify and say why people and events are historically impactful	Understand and explain what makes them historical figures and events significant
Interpretation and Perspective	Identify how things can be seen and done differently	Identify different ways in which the past has been presented.	Identify and explain that different versions of the past may exist	➤ Explain how and why different historical viewpoints and interpretations have been constructed Understand that bias is not always negative

Reliability	Recognise different historical sources	Value where historical sources come from and rank them in usefulness	Explore a range of sources and come up with reasons why one might be more reliable than another	Select and evaluate primary and secondary sources and come up with reasons why one might be more reliable than another
Skills				
Ability to ask questions	Ask simple questions about artefacts, pictures and documents – who, what, where, about	Develop a range of relevant questions about a historical person or event	Develop their own line of enquiry/interests they want to find out more about within a historical period	Devise historically valid open-ended questions within and across different historical periods
Prediction	To give an opinion	To give an opinion with some reasons	Preferring based on their own knowledge or prior learning	Making predictions based on historical enquiries they've made in the past
Exploring how to find answers	Suggest some ideas of how they might answer the question	Suggest some appropriate ideas of how to find answers, from some of their own experiences	Plan and organise how they will carry out their enquiry	Plan how to answer their enquiry based on their previous historical enquiries and knowledge of relevant/reliable sources
Research and gathering of evidence	Finding different sources of information to help them answer their question	Outline and gather appropriate and different visual & written sources, and artefacts that might support	Directly finding and selecting the most relevant sources that will be able to justify their answer	Drawing on a range of relevant, different primary and secondary sources

		them answering their questions		Looking at sources that might provide different perspectives/balanced arguments
Evaluating and justifying	Think about the evidence they've found out with supported discussion	Think about the evidence they've got and relate it to their prediction	Suggest reasons why their prediction may or may not be right	Justify or change their prediction based on the evidence they've found
Communicating about their enquiry	Share in a range of ways what they've found out about their question	Share and describe the evidence they've found and begin to give some reasons Describes objects, people and events in a range of ways (simple stories, labelled diagrams, recounts and annotated photos) Beginning to use subject specific words	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	Challenge their predictions 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)

			Uses subject specific words such as monarch, settlement, invader.	Makes accurate use of specific dates and terms
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