

Welcome to History Seekers!

This document provides guidance for planning, structuring and mapping your history curriculum using the History Seekers curriculum scheme.

This History Seekers Curriculum Rationale and Progression Map Guidance contains the following:

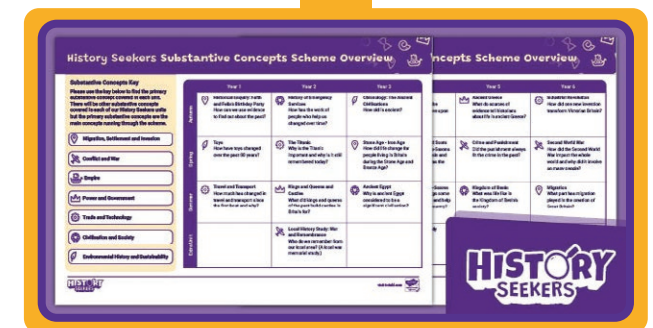
- Curriculum Intent – the rationale behind our curriculum scheme
- Key Terminology
- Progression Map – a suggested key stage progression for the key knowledge, skills and understanding linked to the English national curriculum for history

The following Ofsted supporting documents have been used to inform the History Seekers curriculum:

- [Rich encounters with the past: history subject report](#) (July 2023)
- [History in outstanding primary schools](#) (April 2021)
- [How Asian, Black and Minority Ethnic History is taught in our schools](#) (February 2022)
- [Black history and cultural diversity of the curriculum](#) (June 2021)
- [National Curriculum: History key stages 1 to 2](#) (September 2013)
- [History | Subject curriculum insights for primary and secondary teachers and leaders](#) (February 2023)

History Seekers Curriculum: Rationale (Intent)

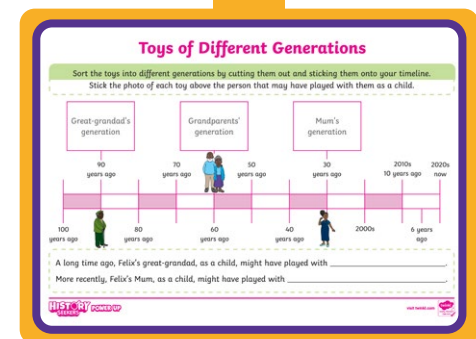
History Seekers has been designed to help educators ensure they have progressively covered the skills and concepts required in the English national curriculum. History Seekers aims to develop children's understanding of substantive concepts, which are revisited throughout the scheme and are identified in the [History Seekers Substantive Concepts Scheme Overview](#).



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History Seekers has been written as an enquiry-led scheme with units and lessons built upon key enquiry questions. Historical enquiry skills are built upon progressively throughout the scheme and include: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events and People in the Past; Presenting, Organising and Communicating; Substantive Concepts; Historical Vocabulary. In addition to this, progression of disciplinary concepts are also woven into units and include: Continuity and Change; Cause and Consequence; Similarities and Differences; Historical Significance.

The coverage of history in KS1 begins with our 'Historical Enquiry', which introduces the key historical concepts and enquiry skills. Coverage in KS1 continues with units, such as 'Travel and Transport' and 'Kings, Queens and Castles', which enable children to acquire an understanding of time, events and people within their own living memory as well as their parents' and grandparents' memories. For KS1, we have designed a curriculum that revisits and embeds chronology within and beyond each unit to allow a full opportunity for children to really grasp the difficult concept of the passing of time. This is supported by our History Seekers Timeline Display packs that accompany each unit and can be used as a working wall during lessons. The concept of chronology in year 1 is explored through the family of Faith and Felix, as well as their parents, grandparents and great-grandparents, further embedding the concept of chronology and the past.



The intent in KS2 is that children work in chronological order from year 3 to year 6 on the core British history study units taken from the English national curriculum, starting with 'Ancient Civilisations' and 'the Stone Age to Iron Age' in year 3 and then progressing onto more modern history in year 6 with the 'Second World War' and 'Migration' units. Each unit supports deepening chronological understanding with key Timeline Display Packs for use as working walls in class as well as progressively revisiting chronology throughout each unit, building upon the sense of time.

There are two thematic units in KS2: 'Crime and Punishment' and 'Migration', with the intention of introducing children to a wider variety of historical topics. The aim is for children to truly develop and embed a sense of time, understand how civilisations were interconnected and be exposed to a diverse range of history topics. Children start to understand how some historical events occurred concurrently in different locations, e.g. ancient Egypt, ancient Greece and the Stone Age.

In order for children to know more and remember more in each area of history studied, the lesson sequence is structured so that prior learning is always considered and opportunities for revision and retrieval of key dates, events and facts are built into lessons. These retrieval activities also provide great opportunities to help make the key knowledge stick. This all allows for revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills and challenges. Revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in knowledge organisers, display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Adult guidance is sometimes included on lesson presentation slides and accurate historical subject knowledge is always provided within lessons to allow the teacher and other adults to feel confident and supported with the historical skills, knowledge and concepts that they are teaching.

Each History Seekers lesson includes a History Hook to begin that links to the lesson's enquiry question and to light the spark of learning history.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in. It is important for children to understand that the past influences the present and the future. We want to encourage children to learn that they can't change history but what they can do is learn about it and learn from it, then use this information to help shape a better future.



Key Terminology

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts.

Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition, as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in history to better explain what they mean. Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. Examples include power and subsidiary words, such as 'rule', 'monarchy', 'emperor' and 'democracy'. In the scheme overview ([History Seekers Substantive Concepts Scheme Overview](#)), you will find the substantive concepts addressed in each unit. Each substantive concept is covered more than once to ensure that children have plenty of opportunities to develop their understanding.

Key Terminology**Disciplinary Knowledge**

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference and historical significance. These concepts will enable children to ask historically valid questions, create connections, identify contrasts, examine trends and construct analyses.

Historical Enquiry

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods.

For more information on any of the concepts detailed above, please see the [Department for Education – Model history curriculum terms of reference](#).

Historical Enquiry

Concept	KS1	LKS2	UKS2
Historical Interpretations	Children can: a) explore/observe and discuss different paintings of people and events from the past; b) begin to understand that historians and others do not know for certain everything that happened in the past and that different versions of the past exist.	Children can: a) discuss how different versions of the past exist and begin to give some reasons about why this is; b) understand that historians and others make interpretations about the past and that different people may form different conclusions.	Children can: a) explore different interpretations that have been made for something in the past, identifying the ways in which the interpretations differ and exploring the reasons why they are different; b) describe why historians and others make different interpretations of the past.
Historical Investigations	Children can: a) ask simple questions about the people and events they are told about; b) begin to select relevant information from a source to answer a question; c) observe or handle sources of evidence to ask simple questions about the past;	Children can: a) regularly address and sometimes devise own questions to find answers 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) begin to undertake their own research using a small selection of sources provided for them;	Children can: a) devise their own historically valid questions; b) research answers to questions using a variety of sources of evidence, sometimes conducting an enquiry into questions they have posed themselves; c) start to understand the difference between primary and secondary sources and recognise

	d) observe or handle sources of evidence to find answers to simple questions about the past on the basis of simple observations; e) begin to understand that historians use a wide range of sources to gather evidence to find out about the past.	d) make careful observations of several different types of sources of evidence and draw on their own subject knowledge to begin to draw inferences from these observations; e) begin to discuss how a source is useful to them to provide evidence to help answer a particular enquiry question; f) understand that historians and others gather evidence from a wide range of different sources to find out about the past.	when they are using primary and secondary sources; d) observe sources of evidence with close attention to detail, drawing upon their own knowledge to make inferences; e) show an understanding, when working with sources, that all sources can be useful and also that all sources can have limitations; f) start to understand that some sources are more useful than others in answering specific enquiry questions; g) continue to develop their understanding of how historians and others use sources of evidence to investigate the past, considering some of the questions historians might ask about the sources they use.
Chronological Understanding	Children can: a) sequence artefacts and events that are close together in time; b) order dates from earliest to latest on simple timelines;	Children can: 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;	Children can: a) order an increasing number of significant events, movements and dates on a timeline using dates accurately;

	c) sequence pictures from different periods; d) describe memories and changes that have happened in their own lives; e) use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	b) understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	b) accurately use dates and terms to describe historical events; c) understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and ancient Egypt.
Knowledge and Understanding of Events in the Past	Children can: a) know and recount episodes from stories and significant events in history; b) understand that there are reasons why people in the past acted as they did; c) describe significant individuals from the past.	Children can: a) find out about the everyday lives of people in time studied compared with our life today; b) explain how people and events in the past have influenced life today; c) identify key features, aspects and events of the time studied; d) describe connections and contrasts between aspects of history, people, events and artefacts studied.	Children can: 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 connections, contrasts and trends over time; c) describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Organising and Communication	Children can: a) talk, write and draw about things from the past; b) use historical vocabulary to retell simple stories about the past.	Children can: a) present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); b) start to present ideas based on their own research about a studied period.	Children can: a) present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives; b) plan and present a self-directed project or research about the studied period.
Substantive Concepts and Vocabulary	Children can: a) start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage and society. Concepts are sometimes introduced in more basic forms to aid children's understanding, e.g. farming for 'agriculture'; b) talk and sometimes write about things from the past using some basic historical vocabulary, including time words, e.g. 'in the past', 'earlier/earliest', 'during'.	Children can: a) build on prior knowledge to start to gain further understanding of substantive concepts and start to understand some new substantive concepts; b) understand an increasing range of appropriate historical vocabulary and use this to talk and write about the past including chronology words, e.g. 'BC/AD', 'ancient', 'century', 'chronological', and investigation words, e.g. 'source', 'evidence', 'artefact', 'similar' and 'different'.	Children can: a) continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; b) start to recognise that some concepts, such as technology, will be different across different periods of history; c) use historical vocabulary with increasing accuracy; d) use an increasingly broader range of appropriate historical vocabulary and use this to talk and write about the past, including chronology words, e.g. 'time period', 'circa' (c.), 'simultaneously', and investigation words, e.g. 'primary source', 'the value of the source for... significance', 'cause' and 'consequence'.

Disciplinary Concepts

Continuity and Change

Children can:

- a) begin to identify old and new things across periods of time through pictures, photographs and objects;
- b) begin to understand that some things change and some things stay nearly the same.

Children can:

- a) identify key things that stayed the same between periods;
- b) identify key things that changed between periods;
- c) start to explain the impact of some changes that have happened throughout different periods of time;
- d) identify that there are reasons for continuities and changes across periods of time and explain some of these;
- e) start to understand that there are times in history when change happens suddenly.

Children can:

- a) identify why some changes between different periods of time have had more significant consequences than others;
- b) explain why some periods in history may have had more changes, e.g. post-war Britain, and some may have had more continuity;
- c) start to categorise some types of changes into political, economic, social and technological;
- d) understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history;
- e) understand and describe in some detail the main changes to an aspect of a period in history.

Cause and Consequence	Children can: a) begin to understand that a cause is the reason why something happens and that historical events have causes; b) explain that historical events are caused by things that took place before them; c) understand that a consequence is something that happens as a result of something else.	Children can: a) understand that a cause is something directly linked to an event and not just something that happened before it; b) start to understand that there are short and long-term causes of events; c) Begin to understand that historical events create changes that have consequences; d) understand that historical events have consequences that sometimes last long after the event is over.	Children can: a) examine in more detail the short and long-term causes of an event being studied; b) understand that one event can have multiple consequences that impact many countries and civilisations; c) understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.
Similarities and Differences	Children can: a) start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female; b) identify that some things within living memory are similar and some things are different; c) recognise some similarities and differences between the past and the present.	Children can: a) identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights and different religious beliefs; b) identify and give some examples of how life was similar in the past.	Children can: a) explain and give varied examples of how life was similar and different in the past; b) explain and give examples to show that things may have been different from place to place at the same time; c) start to give reasons for these similarities and differences.

Historical Significance

Children can:

- a) discuss reasons why we learn about specific people from the past;
- b) discuss reasons why we learn about specific events from the past;
- c) begin to understand that when we talk about something or someone being significant, we are saying they are judged to be important today;
- d) discuss some of the ways that significant people are remembered and commemorated.

Children can:

- a) understand that a person or event is historically significant when they have impacted on today or are judged to be important today;
- b) begin to understand that historical significance is a decision that people living today make about what they feel are important aspects of the past to learn about;
- c) understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;
- d) identify historically significant people and events from a period of history and give some detail about what they did or what happened;
- e) explore possible criteria for considering how significant something is and begin to discuss why something or someone is significant.

Children can:

- a) explain that historical significance is a personal decision that people make, which means that not everyone agrees on who or what is significant;
- b) understand that what we consider to be significant can change throughout different periods;
- c) begin to explain how a person or event can have a different significance individually, regionally, nationally or globally;
- d) identify a range of historically significant people and events from different periods of history and explain why they were significant;
- e) identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact they had.