

Curriculum Progression – History

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Investigate & interpret the past</u>	<ul style="list-style-type: none"> - Respond to what they hear with relevant questions. - Use artefacts, pictures, stories and online sources to explore the past. - Observe the differences between 'long ago' and 'now'. 	<ul style="list-style-type: none"> - Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Identify some of the different ways the past has been represented. - Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<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. 	<ul style="list-style-type: none"> - Use sources of evidence to deduce information about the past. - Select suitable sources of evidence, giving reasons for choices. - Use sources of information to form testable hypotheses about the past. - 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. - Refine lines of enquiry as appropriate. 			
<u>Overview of world history</u>	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> - Describe changes that have happened in the locality of the school throughout history. - Give a broad overview of life in Britain: from ancient to medieval times. - 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. 	<ul style="list-style-type: none"> - Identify continuity and change in the history of the locality of the school. - Give a broad overview of life in Britain and some major events from the rest of the world. - 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. 			

<u>Understand Chronology</u>	<p>-Know the difference between long ago and now.</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>- Begin to place events and artefacts in order.</p>	<p>-Place events and artefacts in order on a timeline.</p> <p>-Label timelines with words or phrases such as: past, present, older and newer.</p> <p>-Use dates where appropriate. Recount changes that have occurred in their own lives.</p>	<p>-Place events, artefacts and historical figures on a timeline using dates.</p> <p>-Understand the concept of change over time, representing this, along with evidence, on a timeline.</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 timeline.</p> <p>- Use dates and terms accurately in describing events.</p>			
<u>Communicate historically</u>	<p>- Show an awareness of the past.</p> <p>- Begin to use words and phrases such as:</p> <ul style="list-style-type: none"> • yesterday • past • order • similar • different 	<p>-Use words and phrases such as:</p> <ul style="list-style-type: none"> • a long time ago • recently • when my parents/carers were children • Years, decades and centuries to describe the passing of time. <p>-Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> • nation and a nation’s history • civilisation • monarchy • parliament • democracy • war and peace. 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology <p>-Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<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 <p>- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>-Use original ways to present information and ideas.</p>			
<u>KS1 – People / Events</u>	<p>Our families Communities and belonging Our school Seasons Celebrations</p>	<p>Rosa Parks Martin Luther King Grace Darling Christopher Columbus John Newton</p>	<p>Florence Nightingale Marie Curie Samuel Pepys Emily Davison Tim Berners-Lee</p>				

	The Gunpowder Plot World War I – Remembrance Day Historical transport First moon landing Dinosaurs Mary Anning	The Wright Brothers Neil Armstrong					
		Battle of Hastings The Gunpowder Plot The Civil War Moon Landing	Spanish Armada Great Fire of London The steam engine Invention of Radio First World War				
<u>KS2 - Historical Periods</u>				Stone Age Bronze Age Iron Age Egyptians	Ancient Greeks Romans Anglo-Saxons	Vikings Early Islamic Civilization Tudors	The Mayans World War Two
<u>Skills & knowledge Covered</u>		Main Events – chronology Location Travel & Exploration Society Conflict	Main Events – chronology Location Culture & Pastimes Society Conflict	Main Events - chronology Location Settlements Culture & Pastimes Food & Farming Society	Main Events - chronology Location Beliefs Travel & Exploration Conflict	Main Events - chronology Location Settlements Culture & Pastimes Food & Farming Society	Main Events - chronology Location Beliefs Travel & Exploration Conflict
<u>Monarch</u>		Elizabeth II	Elizabeth I	Victoria	Richard I	Henry VIII	George VI Edward