

History - Progression

End of EYFS - (Goals most closely linked to History)

Understanding the World (People and Communities)

- Children talk about the past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and amongst families, communities and traditions.

Understanding the World (The World)

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum Expectations:

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- 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];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 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;
- Ancient Greece - a study of Greek life and achievements and their influence on the western world;
- 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.

Chronological Understanding

Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. Chronological understanding enables children to be able to place events and people both within and across historical periods.

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Understanding the difference between things that happened in the past and the present.</p> <p>Order a set of events or artefacts.</p> <p>Use a timeline to order important events.</p> <p>Uses words and phrases: Now, yesterday, last week, a long time ago, before I was born, old, new.</p>	<p>Understanding and use the language of past and present when telling others about an event.</p> <p>Recount changes in own life.</p> <p>Understand how to put people, events and objects in order of when they happened - using a given scale.</p> <p>Uses words and phrases: recently, before, after. Now, later, past and present.</p>	<p>Understand that time can be divided into BC (before Christ) and AD (Anno Domini).</p> <p>Describe dates of specific events.</p> <p>Order several significant events from the period studied.</p> <p>Uses words and phrases century, decade.</p>	<p>Describe the main changes in a historical period.</p> <p>Can name and place dates of significant events from the past on a timeline.</p> <p>Uses words and phrases: century, decade, BC, AD, after before, during.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Use a timeline to place and sequence local, national and international events.</p> <p>Identify changes within and across historical periods.</p> <p>Uses words and phrases: decade, BC, AD, after before, during, Tudors, Stuarts, Victorians, era, period.</p>	<p>Understand how some historical events can occur in different locations at the same time. E.G. Ancient Egypt and Prehistoric Britain.</p> <p>Use timelines to place events and cultural movements from around the world.</p> <p>Name dates of significant events studied and place them on a timeline.</p> <p>Uses key periods as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and today.</p>

Organisation and communication

Children should communicate about the past through a variety of mediums, from drama and role play to non-chronological reporting and art work. They will learn how to study and read data to make use of their enquiry skills and by Year 6, a competent historian will be able to lead to plan and present a self-directed study or research project.

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Sort events or artefacts into groups (e.g. then and now).</p> <p>Use timelines to order events and artefacts.</p> <p>Tell stories about the past.</p> <p>Can show knowledge and understanding about the past in different ways. (role play, drawing, writing, talking)</p>	<p>Can describe objects people and events.</p> <p>Can write simple recounts about the past.</p> <p>Can draw and label pictures and write about them to tell others about the past.</p> <p>Shows awareness of significant features of history not seen today.</p> <p>Make increasing use of subject-specific vocabulary.</p>	<p>Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations.</p> <p>Begin an answer, providing some supporting evidence</p> <p>Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.</p> <p>Answers begin to contain some simple period-specific reference.</p>	<p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Able to see two sides of a question and can offer arguments on both sides.</p> <p>Answers contain some simple period-specific references.</p> <p>Can recall historical information.</p>	<p>Record and communicate knowledge in different forms.</p> <p>Begin to plan and carry out individual investigations about a studied period.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Widespread use of period specific detail.</p> <p>Can recall, select and organise historical information.</p>	<p>Plan and carry out individual investigations.</p> <p>Make confident use of a variety of sources for research.</p> <p>Recall, thoughtfully select and organize historical information.</p> <p>Confident use of subject-specific vocabulary including abstract terms such as: democracy, civilisation, social, political, economic, cultural and religious.</p>

Historical Enquiry

Where students use the same methods as a professional historian when investigating an aspect of history. In order to make the processes of independent enquiry explicit to the students, teachers can provide the evidence at the beginning of an enquiry to generate ideas and questions.
As the students mature they become more independent and can be asked to generate their own questions and locate their own sources of information

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Sort artefacts from then and now and ask questions. Explore events, look at pictures and ask questions. Describe some similarities and difference between artefacts. Find answers to some simple questions about the past from age appropriate information.	Show understanding of some of the ways we can find out information about the past. Show the different ways in which information about the past can be recorded. Ask and answer questions using parts of stories and other age appropriate sources to show understanding of key events.	Use different sources to find out about historical events. Children extract simple information from text/pictures/objects showing basic comprehension. Begin to use a range of sources for research e.g. library and internet for research	Use a variety of resources to build up a picture of a historical event. Choose relevant material to present a picture of one aspect of the past. Begin to undertake own research. Ask a variety of questions.	Begin to identify primary and secondary sources. Use a variety of evidence to build up a picture of a past event, realising that there is often not a single answer to historical questions. Select relevant sections from a range of information. Use a range of sources for research e.g. library and internet for research	Recognise primary and secondary sources. Bring knowledge gathered from several sources together to build a coherent picture of the past. Children start to think of reasons why a source might be unreliable/ Can consider the worthiness of a source by reference to what is known about the topic. Investigate their own lines of enquiry by posing historically valid questions.

Historical interpretations

Children understand that events can be recorded in many different ways. Using inference and research skills, children will be encouraged to think deeply about the people in the past would have felt during their lives through significant and often strenuous times in the past. They should be able to use suitable resources and evidence to evaluate the recording of events and that there is often more than one side to the story.

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Use stories to distinguish between fact and fiction.</p>	<p>Use: eye witness accounts, historical buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Start to compare 2 versions of past events.</p>	<p>Explore the ideas that there are many different accounts of history.</p> <p>Look at representations for the period - museum, cartoons etc.</p> <p>Look at more than 2 versions of the same event or story and identify the differences.</p>	<p>Understand that history is continuously being rewritten.</p> <p>Begin to understand that people in the past represent events or ideas in a way that persuades others.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation and this can affect interpretation of history.</p> <p>Offer some reasons for different version of events.</p> <p>Evaluate evidence to choose the most reliable.</p>	<p>Children grasp that interpretations might differ depending on the aspect that people are looking at.</p> <p>Be able to link sources and draw conclusions from a variety of sources.</p> <p>Consider ways of checking the accuracy of different sources of historical information.</p> <p>Confidently use the library and internet for research.</p>

<u>Knowledge and understanding of events, people and changes in the past.</u>					
A factual understanding of the past in Britain and the wider world.					
<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Talk, draw or write about aspects of the past.</p> <p>Recall some simple facts about people/events beyond living memory.</p> <p>Identify some similarities and differences between ways of life at different times in history.</p> <p>Know and recount significant events in history.</p>	<p>Discuss the lives of significant individuals in the past who have contributed to nations/international achievements.</p> <p>Identify and describe differences between ways of life in different historical periods.</p> <p>Understand key features of an event.</p> <p>Use evidence to explain why people may have acted like they did.</p>	<p>Use evidence to describe/ find out about everyday lives of people in time studied - compare with our life today.</p> <p>Begin to understand the actions of people from the past - focusing on the actions of one person.</p>	<p>Use evidence to reconstruct life in a historical period studied.</p> <p>Identify key features and event of a historical period studied.</p> <p>Look for links and effects in a historical period studied.</p> <p>Begin to describe how the events of the past can affect/influence life today.</p>	<p>Choose reliable sources of information.</p> <p>Give own reasons why change occurs, backed up by evidence.</p> <p>Compare aspects of life within different periods.</p> <p>Describe how the events of the past can affect/influence life today, backed up with evidence.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views.</p> <p>Compare beliefs and behaviours with other time periods studied.</p> <p>Examine causes and results of significant events and the impact these had and still have today.</p> <p>Know key dates, character and events of specific time periods studied.</p>