



History Curriculum Progression

	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Historical Knowledge Constructing the past</i>	I can talk about past and present events in my own life and the lives of other family members.	I can identify relevant features of particular historical themes, events and people from family, local, national and global history.	I can briefly describe features of particular themes, events and people from family, local, national and global history.	I can identify details from several themes, societies, events and significant people covered in local, national and global history.	I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people..	I can understand some features associated with themes, societies, people and events.	I can provide overviews of the most significant features of different themes, individuals, societies and events covered.
<i>Historical Knowledge sequencing the past</i>	I can develop an understanding of growth, decay and changes over time.	I can depict on a timeline the sequence of a few objects and/or pieces of information. I can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.	I can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. I can understand securely and use a wider range of time terms. E.g. 'nowadays', 'in the past', 'previously'.	I can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.	I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.	I can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.	I can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.
<i>Historical Concepts Change and development</i>	I can recognise special times and events.	I can identify a few similarities, differences and changes occurring within a particular topic.	I can identify independently a range of similarities, differences and changes within a specific time period	I can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.	I can make valid statements about the main similarities, differences and changes occurring within topics.	I can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics.	I can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.
<i>Historical Concepts Cause and Effect</i>		I can identify at least one relevant cause for, and effect of, several events covered.	I can identify a few relevant causes and effects for some of the main events covered.	I can describe some relevant causes for, and effects on, some of the key events and	I can comment on the importance of causes and effects for some of the key events and	I can place several valid causes and effects in an order of importance relating	I can explain the role and significance of different causes and effects of a range of

				developments covered.	developments within topics.	to events and developments.	events and developments.
<i>Historical Concepts Significance and Interpretations</i>	I can show interest in the lives of significant people. I can identify some family customs and routines.	I can consider one reason why an event or person might be significant..	I can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.	I can select what is most significant in a historical account. I can provide a reason why two accounts of the same event might differ.	I can explain why some aspects of historical accounts, themes or periods are significant. I can comment on a range of possible reasons for differences in a number of accounts.	I can describe the significant issues in many of the topics covered. I can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics.	I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance I can explain how and why it is possible to have different interpretations of the same event or person.
<i>Historical Enquiry Planning and carrying out a historical enquiry</i>		I can ask and answer a few valid historical questions.	I can plan questions and produce answers to a few historical enquiries using historical terminology.	I can ask valid questions for enquiries and answer using a number of sources..	I can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses	I can reach a valid conclusion based on devising and answering questions relating to a historical enquiry.	I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement
<i>Historical Enquiry Using sources as evidence</i>		I can extract information from several different types of source including written, visual and oral sources and artefacts..	I can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.	I can understand how sources can be used to answer a range of historical questions.	I can recognise possible uses of a range of sources for answering historical enquiries.	I can accept and reject sources based on valid criteria when carrying out particular enquiries.	I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.
<i>Vocabulary</i>	Old Oldest Older New Newer Newest	Artefact Evidence Pasty Present Recent Long ago	Source Difference Similarity period	Primary Prehistory Secondary Ancient Change Continuity Civilization	Reliability Invasion Settlement Empire Kingdom Hoard burial	Bias democracy	Hypothesis

				Culture Invention Archaeology Nomadic Settle Community burial			
<i>Aspirational</i>	<p>The curriculum aims to support pupils to learn about the world of work through first -hand experience and engagement with employers. Pupils will expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths. These opportunities will encourage pupils to broaden their horizons, understand what they could achieve and raise aspirations for the future. By engaging with a wide range of professionals, pupils will have a clear understanding of the link between achieving well at school and entering into an interesting job and career that is not bound by social mobility and gender stereotypes.</p>						
<i>Global Citizenship</i>	<p>The new curriculum provides opportunities to learn about to diversity through a focus on ancient civilizations and non-European societies and histories. The curriculum encourages pupils to engage with ‘world history’: asking perceptive questions, thinking critically, weighing evidence, sifting arguments and developing perspective and judgement. Pupils will begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>						
<i>Health and wellbeing</i>							