



History Curriculum Progression

	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
		<p>KS1 National Curriculum</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</p> <p>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];</p> <p>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];</p>	<p>KS2 National Curriculum</p> <p>changes in Britain from the Stone Age to the Iron Age;</p> <p>the Roman Empire and its impact on Britain;</p> <p>Britain's settlement by Anglo-Saxons and Scots;</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</p> <p>a local history study;</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</p> <p>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;</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world;</p> <p>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>	

		significant historical events, people and places in their own locality.	
<i>Historical Interpretations</i>		Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Children should understand how our knowledge of the past is constructed from a range of sources.
		<p>I can identify one difference between 2 versions of the past; I can start to compare two versions of a past event;</p> <p>I am beginning to talk about what pictures, photographs and artefacts can tell me about the past; I can observe and use pictures, photographs and artefacts to find out about the past;</p> <p>I can distinguish between a historical fact and fiction; I can start to use stories or accounts to distinguish between fact and fiction;</p> <p>I can identify 2 different types of evidence or sources of information; I can explain that there are different types of evidence and sources that can be used to help represent the past;</p>	<p>I can look at more than two versions of the same event or story in history and identify one or two differences; I can look at more than two versions of the same event or story in history and identify a range of differences;</p> <p>I can compare 2 different accounts of historical events and can explain 2 reasons why the accounts may be different; I can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different;</p> <p>I can analyse given evidence about the past. I can find and analyse a wide range of evidence about the past;</p> <p>I can use some evidence to offer a clear reason for different interpretations of events, and am beginning to link this to factual understanding about the past; I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>I can identify one way in which we can check the accuracy of interpretations of the past. I can consider different ways of checking the accuracy of interpretations of the past;</p> <p>I am beginning to understand the difference between primary and secondary evidence and the impact of this on reliability;</p>

				<p>I can talk and show an understanding about the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>I am beginning to show some awareness of the concept of propaganda;</p> <p>I can show an awareness of the concept of propaganda;</p> <p>I am beginning to understand that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>I know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>I can choose the most useful resource between 2 given sources;</p> <p>I can begin to evaluate the usefulness of different sources;</p>
<i>Historical Investigation</i>		Children should ask and answer questions, using other sources to show that they know and understand key features of events	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
		<p>I am beginning to be able to ask a simple question about the past;</p> <p>I can observe or handle evidence to ask simple questions about the past;</p> <p>I can observe or handle evidence to find an answer to a simple given</p>	<p>I can use 2 different sources to find out about the past;</p> <p>I can use a range of sources to find out about the past;</p> <p>I am beginning to be able to construct an informed response about one aspect of life or a key event in the</p>	<p>I am beginning to recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>I can recognise when they are using primary and secondary sources of information to investigate the past;</p>

		<p>question about the past on the basis of simple observations; I can observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>I can say how given evidence can be used to find out about the past; I can choose and select evidence and say how it can be used to find out about the past.</p>	<p>past through careful selection and organisation of relevant historical information; I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>I can gather simple details from sources such as maps to build up a clearer picture: I can gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>I am beginning to ask and answer my own questions about the past and begin to undertake my own research; I can regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.</p>	<p>I can use a wide range of different evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; I can collect a wide range of evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>I am beginning to select relevant sections of information to address historically valid questions and construct informed responses; I can select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>I can select a line of enquiry by asking a historically valid question; I can investigate my own lines of enquiry by posing historically valid questions to answer.</p>
<i>Chronological Understanding</i>		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	

		<p>I can sequence 3 artefacts and events that are close together in time; I can sequence artefacts and events that are close together in time;</p> <p>I can order 3 dates from earliest to latest on simple timelines; sequence 3 pictures from different periods; I can order dates from earliest to latest on simple timelines; sequence pictures from different periods;</p> <p>I can describe a memory and a change that has happened in my own life; I can describe memories and changes that have happened in their own lives;</p> <p>I am beginning to use words and phrases such as: old, oldest, new, newest, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time; I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>I can 2 or 3 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; I can 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;</p> <p>I am beginning to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini); I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>I can order 4 or 5 significant events, movements and dates on a timeline using dates accurately; I can order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>I can, with some accuracy, use dates and terms to describe historical events; I can accurately use dates and terms to describe historical events;</p> <p>I can understand and describe the main changes to an aspect in a period in history; I can understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>I am beginning to understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt; I can understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>
<p><i>Knowledge and Understanding of Events, People and</i></p>		<p>Pupils should identify similarities and differences between ways of life in different periods.</p>	<p>Children should note connections, contrasts and trends over time.</p>	

<i>changes in the past</i>		Children should choose and use parts of stories and other sources to show that they know and understand key features of events.		
		<p>I can recognise 1 or 2 similarities and differences between the past and the present; I can recognise some similarities and differences between the past and the present;</p> <p>I can identify 1 or 2 similarities and differences between ways of life in different periods; I can identify similarities and differences between ways of life in different periods;</p> <p>I can know and recount an episode from stories and significant events in history; I can know and recount episodes from stories and significant events in history;</p> <p>I am beginning to understand that there are reasons why people in the past acted as they did; I can understand that there are reasons why people in the past acted as they did;</p> <p>I can describe a significant individual from the past; I can describe significant individuals from the past.</p>	<p>I can note 2 or 3 key changes over a period of time and be able to give reasons for those changes; I can note key changes over a period of time and be able to give reasons for those changes;</p> <p>I can find out about the everyday lives of a person in the time studied compared with our life today; I can find out about the everyday lives of people in the time studied compared with our life today;</p> <p>I can explain how some people and events in the past have influenced life today; identify some key features, aspects and events of the time studied; I can explain how a range of people and events in the past have influenced life today;</p> <p>I can identify some key features, aspects and events of the time studied; I can identify range of key features, aspects and events of the time studied;</p> <p>I am beginning to describe connections and contrasts between</p>	<p>I am beginning to identify and note some connections, contrasts and trends over time in the everyday lives of people; I can identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>I am beginning to use appropriate historical terms such as culture, religious, social, economic and political when describing the past; I can use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p> <p>I am beginning to understand the causes and results of great events and the impact these had on people; I can examine causes and results of great events and the impact these had on people;</p> <p>I can describe some of the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children; I can describe a range of key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>

			<p>aspects of history, people, events and artefacts studied;</p> <p>I can describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	
<i>Presenting, organising and communicating</i>		Pupils should use a wide vocabulary of everyday historical terms.	Pupils should develop the appropriate use of historical terms	
		<p>I am beginning to show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</p> <p>I can show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</p> <p>I am beginning to be able to talk, write and draw about things from the past;</p> <p>I can talk, write and draw about things from the past in more detail;</p> <p>I can use some historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past;</p> <p>I can use a range of historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past.</p>	<p>I am beginning to use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</p> <p>I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</p> <p>I can present, communicate and organise ideas about the past through some of the following mediums; models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>I can present, communicate and organise ideas about the past using a range of mediums including models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>I am beginning to choose how I might present one idea based on my own research about a studied period;</p>	<p>I am beginning to know and show a good understanding of some historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>I know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>I am beginning to present, communicate and organise ideas about the past using discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <p>I can present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p>

			I can start to present ideas based on my own research about a studied period.	I am beginning to plan and present a self-directed project or research about the studied period. I can plan and present a self-directed project or research about the studied period.
Vocabulary	Old Oldest Older New Newer Newest	Artefact Evidence Pasty Present Recent Long ago Source Difference Similarity period	Primary Prehistory Secondary Ancient Change Continuity Civilization Culture Invention Archaeology Nomadic Settle Community burial Reliability Invasion Settlement Empire Kingdom Hoard burial	Bias democracy Hypothesis
Aspirational	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.			
Global Citizenship	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.
<i>Health and wellbeing</i>	The curriculum, through developing an understanding of the norms, values and cultures of local communities, national communities and international communities, will help inform the pupils' identity.