

History

Progression of Knowledge & Skills

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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.

ELG - EYFS Understanding the World: People and Communities	Milestone 1 - Y1 and Y2 By the end of Year 1 pupils should have a basic grasp of all this content. By the end of Year 2 pupils should have an advancing understanding of this content, whilst some have a deep understanding.	Milestone 2 - Y3 and Y4 By the end of Year 3 pupils should have a basic grasp of all this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some have a deep understanding.	Milestone 3 - Y5 and Y6 By the end of Year 5 pupils should have a basic grasp of all this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some have a deep understanding.
<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. • Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why? 	<u>Investigate and Interpret the Past</u> <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? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<u>Investigate and Interpret the Past</u> <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. 	<u>Investigate and Interpret the Past</u> <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.
<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions • Can I understand and use vocabulary such as: I can see, I saw, same, different, change, what happened?, why, explain and because? 	<u>Build and overview of world history</u> <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. 	<u>Build and overview of world history</u> <ul style="list-style-type: none"> • Describe changes that have happened in the locality the school through history. • Give a broad overview of life in Britain in ancient and medieval times. • 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>Build and overview of world history</u> <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 from medieval until the Tudor and Stuart times. • Compare some of the times studied with those of the 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.

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<ul style="list-style-type: none"> • Enjoy joining in with family customs and routines • Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night? 	<u>Understand Chronology</u> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<u>Understand Chronology</u> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<u>Understand Chronology</u> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.
<ul style="list-style-type: none"> • Know that other children don't always enjoy the same things, and are sensitive to this. • Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain? 	<u>Communicate historically</u> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. 	<u>Communicate historically</u> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<u>Communicate historically</u> <ul style="list-style-type: none"> • Use historically vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.