

Our history curriculum builds on the skills learned in History through the EYFS goals within *Understanding the World*:

- Talk about significant historical people and events
- Sequence events in the right order
- Recall historical facts
- Compare similarities and differences
- Use time vocabulary
- Ask questions to find out more
- Talk about myself in a historical sense e.g. this year I am 4, next year I will be five, last year I was 3
- Use information in books to talk about life in the past
- Use comparative language of the past, present, and future
- Talk about the roles people have in society
- Draw conclusions about what I have found out

	Chronological understanding	Range of historical knowledge	Interpretations of History	Historical enquiry	Communication
Year 1	Sequence events in their life. Develop a simple awareness of the past. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Place events on a simple timeline. Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past	Recognise the difference between past and present in their own life and the lives of others. Know and recount episodes from stories about the past, knowing and understanding key events. Talk about simple similarities and differences between life at different times.	Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts. Understand why key events are celebrated, e.g. Remembrance Day.	Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer simple Historical questions.	Use simple terms to talk about the passing of time.

<p>Year 2</p>	<p>Sequence artefacts from periods closer together in time. Sequence photographs from different periods of their life. Place events on a simple timeline, adding times previously studied. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.</p>	<p>Recognise why people did things, why events happened and what happened as a result. Know and recount episodes from stories about the past, knowing and understanding key events. Talk about similarities and differences between ways of life in different periods.</p>	<p>Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p>	<p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations Ask and answer appropriate Historical questions, using their growing Historical knowledge.</p>	<p>Use simple terms to talk about the passing of time</p>
<p>Year 3</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Understands timelines can be divided into BC and AD. Uses words and phrases: century, decade.</p>	<p>Find out about everyday lives of people in time studied. Compare life in the past with our life today. Identify reasons for and results of people's actions.</p>	<p>Identify and give reasons for the different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period e.g. Museum, cartoons etc.</p>	<p>Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Use the library and the Internet for own personal research. Ask and answer simple questions</p>	<p>Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. Use Historically accurate terms to talk about the passing of time. Discusses different ways of presenting information for different purposes.</p>

<p>Year 4</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied. Use terms related to the period and begin to date events. Understand and begin to use more complex Historical terms e.g. BC/AD/CENTURY Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p>	<p>Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Offer a reasonable explanation for some events. Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Look at and evaluate the evidence available. Begin to evaluate the usefulness of different sources. Note connections in Historical periods studied. Use textbooks and own growing Historical knowledge to gain a better perspective.</p>	<p>Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask and answer a variety of questions. Use the library and the internet for own personal research. Answer and begin to devise own historically valid questions.</p>	<p>Construct own responses beginning to select and organise relevant Historical information. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY. Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p>
<p>Year 5</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. Gain greater Historical perspective by placing their growing knowledge into different contexts. Use relevant terms and period labels e.g. Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.</p>	<p>Study different aspects of different people – e.g. differences between lives of men and women. Examine causes and results of great events and the impact on people. Compare life in ‘early’ and ‘late’ times studies. Compare an aspect of life with the same aspect in another period. Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Compare different accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events. Look at 2 versions of same event and identify differences in the accounts.</p>	<p>Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance. Know that people (now and in past) can represent events</p>	<p>Recall, select and organise historical information. Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. Chooses most appropriate way to present information to an audience. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>

	<p>Make comparisons between different times in the past. Sequences historical periods. Identifies changes within and across historical periods.</p>			<p>or ideas in ways that persuade others</p>	
<p>Year 6</p>	<p>Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance. Sequence current and previously studied topics on a timeline to gain greater Historical perspective. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, AngloSaxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Link sources and work out how conclusions were arrived at. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research. Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>	<p>Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Recall, select and organise information. Present information in an organised and clearly structured way. Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. Select and organise information to produce structured work, making appropriate use of dates and terms. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>

History Progression Grid

2022

