



St Andrew's C. Of E (V.C.) Primary School – Progression in History

		Progression in History Skills	
EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
<p>Nursery Begin to make sense of their own life story and family's history.</p>	<p><i>Children should be taught to explore events both within and beyond living memory, explore the lives of significant individuals and identify historically significant people/events locally. They should be able to communicate their knowledge in a variety of ways including sorting objects, discussion, drawing, drama/role play or writing.</i></p> <p>Year 1</p> <ul style="list-style-type: none"> • Develop an awareness of the past using common words to describe the passing of time, e.g before/after • Know where all people/events studied fit into a chronological framework • Use appropriate historical vocabulary. • Ask and answer questions about the past using a variety of sources e.g books, pictures, stories. • Choose or select own sources to demonstrate understanding • Identify different ways in which the past is represented.# Identify similarities and differences between ways of life at different times. • Explain why people did different things, why events happened or what happened as a result. 	<p><i>Children should be taught about changes in Britain from Stone Age to Iron Age and Roman Britain. Children should use a wide range of sources to collect evidence about the past, (including the use of inference and deduction) and communicate knowledge in a variety of ways inc. choosing the most appropriate way of presenting information</i></p> <p>Year 3</p> <ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Understand more complex vocabulary (BC, AD, 20th Century). • Use historical terms appropriately • Regularly address and sometimes devise historically valid questions • Understand that different versions of the past may exist, giving some reasons for this • Know facts and demonstrate understanding about the events, people and changes in a period being studied • Make links between main events and situations across different periods/societies • Identify similarities / differences between ways of life/periods • Identify historically significant people and events 	<p><i>Children should be taught about Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and a non-European society that provides a contrast with British history e.g. Mayans. Children should communicate knowledge in a variety of ways including combining different sources of information to produce structured work.</i></p> <p>Year 5</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends • Use vocabulary such as social, religious and cultural to explain historical events and changes • Choose reliable sources of factual evidence about events, people and changes within a period of time • Give own reasons why change has occurred, backed up by research evidence • Evaluate different interpretations of the past to reach a balanced conclusion • Evaluate different sources of information and identify those useful for particular tasks • Explain how some events from the past effect life today • Describe the main changes within a period of time being studied • Identify and give reasons for, results

			<p>of, historical events, situations, changes</p> <ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the world • Identify historically significant people/events
<p>Reception</p> <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. • 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. 	<p><i>Children should be taught to explore events both within and beyond living memory, explore the lives of significant individuals and identify historically significant people/events locally. They should be able to communicate their knowledge in a variety of ways including sorting objects, discussion, drawing, drama/role play or writing.</i></p> <p>Year 2</p> <ul style="list-style-type: none"> • Put events people and objects on a simple timeline. • Develop the appropriate use of historical terms. • Identify the similarities and differences between ways of life in different times. • Recognise why people acted the way they did, why events happened and what happened as a result. • Ask and answer questions about the past. • Identify historically significant people and events. 	<p><i>Children should be taught about the achievements of the earliest civilisations. Children should choose from range of evidence to help them answer questions and communicate knowledge in a variety of ways including choosing the most appropriate way of presenting information.</i></p> <p>Year 4</p> <ul style="list-style-type: none"> • Sequence changes and events within a period of time being studied. • Describe the passing of time in a variety of ways - consolidating previous understanding of historical vocabulary • Select and organise relevant historical information • Understand that different versions of the past may exist, giving some reasons for this • Explain why changes have occurred and the consequences of these changes. • Make links between main events and situations across different periods/societies • Explain why differences exist between different groups of people within a historical period. • Identify historically significant people and events 	<p><i>Children should be taught about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII and the holocaust) as well as studying a local history study linked to the Tudors and Hatfield House. Children should be able to communicate knowledge using a variety of techniques (including: oral accounts, documents, the media, ICT based sources, artefacts, photographs ,museums, buildings)</i></p> <p>Year 6</p> <ul style="list-style-type: none"> • Recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time. • Describe different periods in time Including: cultural ideas, beliefs and attitudes, • Select, record and prioritise historical information. • Find out about the past by asking and answering questions, selecting and using a range of sources of information to provide evidence • Evaluate sources of information - recording and drawing conclusions • Give some reasons for the different ways the past is represented and interpreted • Consider the significance of main events. Give reasons for, and results of, these events and changes. • Identify trends/links across different periods between local,

			<p>British, European and world.</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of aspects of British, local and world history through describing the contribution made by people, events and developments in the past. • Understand some of the similarities and differences between different periods
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Subject content			
EYFS	KEY STAGE 1 (2023-24)	LOWER KEY STAGE 2 (2023-24)	UPPER KEY STAGE 2 (2023-24)
<p>Opportunities for History in YN: Exploring traditional tales Story telling Adult lead activities Me and my family topic</p>	<p>changes within living history : Toys Lives of significant individuals: Grace Darling Significant local history: Exploring the history of our school and village</p>	<p>The Stone age The Iron Age The Roman Empire and its impact on Britain</p>	<p>The Anglo-Saxons and Vikings The Mayans</p>
<p>Opportunities for History in YR: Exploring traditional tales Seaside topic- pirates through the ages Adult lead activities Stories based in the past <u>EYFS Curriculum Links:</u> Understanding the world Literacy (comprehension) Communication and language</p>	<p>Changes within living history: The Moon landing- Lives of significant individuals: William Caxton and Alexander Graham Bell Events beyond living memory: Great Fire of London</p>	<p>The Ancient Egyptians The Ancient Greeks</p>	<p>World War II (<i>a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</i>). Victorian Britain</p>

