

Progression in History

We use Developmental Matters as Non-statutory curriculum guidance for the Early Years Foundation Stage.

3- and 4-year olds will be learning to:

make sense of their own life story and family's history
show interest in different occupations

Children in reception will be learning to:

comment on images of familiar situations in the past
compare and contrast characters from stories, including figures from the past

The EYFS profile is a statutory assessment of children's attainment. At the end of the Early Years Foundation Stage children should be able to:

Talk about the lives of the 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

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 1

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught to:	Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Class One		Class Two			Class Three		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Relive past experiences through role play activities and retell events in order.	Put familiar events in chronological order, using pictures and discussion.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Sequence dates and information from several historical periods on a timeline.	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Sequence significant dates about events within a historical time period on historical timelines.	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Sequence and make connections between periods of world history on a timeline.).	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Articulate and present a clear, chronological world history narrative within and across historical periods studied.
Significant events	Talking about significant events such as birthdays or other celebrations	Listen to stories and discuss significant events from the past.	Identify some key features of a significant historical event beyond living memory, what happened to the dinosaurs? Victorian schools.	Explain why an event from the past is significant, the reign of the British Monarchy	Explain the cause and effect of a significant historical event, the eruption of Mount Vesuvius	Explain in detail the multiple causes and effects of significant events, the Great Wars	Explain why an aspect of world history is significant, the legacy of Ancient China	Present a detailed historical narrative about a significant global event, colonisation of Africa
Significant people	Talking about significant people in their families such as parents, grandparents and people they see in family photos	Share stories and talk about significant people who lived in the past. Talk about past and present events in their own lives and those who are important to them	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Understand the term significant and explain why a significant individual is important. Know that Neil Armstrong was a significant person.	Use historical models to make judgements about significance and describe the impact of a significant historical individual, Is the Bishop of Carlisle a significant person? Why was Rosa Parks a significant person?	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them Mary Anning was a palaeontologist (scientist who studies fossils). She discovered the first complete <i>Ichthyosaur</i> fossil. This was an important discovery because it challenged the way scientists had believed the natural world had developed.	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Construct a profile of a significant leader using a range of historical sources, Julius Caesar	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way, Hippocrates	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices, Robert Scott. Can he be compared to local explorer Simon Yates?

<p>Historical Skills and Vocabulary</p>	<p>Pictures and books can show how life was different in the past. Begin to spot similarities and differences between pictures of the past and the modern day.</p> <p>Begin to notice similarities and differences between life now and in the past.</p> <p>Talk about things that happened in the past</p>	<p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Talk about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p>	<p>Use a range of historical artefacts to find out about the past.</p> <p>Identify similarities and differences between ways of life within or beyond living memory.</p>	<p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Describe how an aspect of life has changed over time, for example exploration.</p> <p>Describe what it was like to live in a different period Victorian Britain</p> <p>Historical information can be presented in a variety of ways.</p>	<p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Describe the everyday lives of people from past historical periods. Stone Age, Bronze Age and Iron Age</p> <p>Summarise how an aspect of British or world history has changed over time.</p> <p>Make choices about the best ways to present historical accounts and information.</p>	<p>A secondary source interprets and analyses a primary source. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>Explain the similarities and differences between two periods of history</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p> <p>Describe and explain the impact of a past society on a local settlement or community.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p>	<p>Describe the causes and consequences of a significant event in history.</p> <p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>
<p>School visits to support British History</p>				<p>Whitby Raby Castle, Barnard Castle</p>	<p>Liverpool Alnwick</p>			