



# HISTORY CURRICULUM PROGRESSION

| Strands                          | EYFS  | Yr 1   | Yr 2  | Yr 3   | Yr 4   | Yr 5   | Yr 6   |
|----------------------------------|---|--|---|--|--|--|--|
| <b>Abstract historical terms</b> | Terms related to time such as old & new, then & now, before, yesterday, today, tomorrow.  | Remembrance<br>War<br>Parliament<br>Government                           | Monarch<br>Education<br>Reform<br>Origin<br>Consequence   | Settlement<br>Tribe<br>Invasion<br>Ancient<br>Civilisation<br>Society, culture   | Empire/Emperor<br>Republic<br>Tribe invasion<br>Conquer<br>Medieval<br>Fortification   | Invasion,<br>Monarch/Monarchy<br>Execution<br>Society, Class   | Invention<br>Inventor<br>Industry<br>Communication<br>Colony<br>Commonwealth<br>Culture,<br>Evacuation<br>Ally, Occupation<br>Prisoner, Dictator   |
| <b>Investigations</b>            | <p>Personal history<br/>e.g. when I was little ...<br/>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p> | Observe or handle evidence to ask simple questions about the past.(Toys) | <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p><i>Choose and select evidence and say how it can be used to help us find out about the past.</i></p> | <p>Use a range of primary and secondary sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation or relevant historical information.</p> | <p>Use a range of primary and secondary sources to find out about the past.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> | <p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online</p> | <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses (Evacuation Ally, Occupation Prisoner, Dictator).</p> <p>Investigate their own lines of enquiry by posing historically valid</p> |

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|                   |  |   |   | Regularly address and sometimes devise own questions to find answers about the past.   | <i>Begin to undertake their own research.</i>  | material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;   | questions to answer.   |
| <b>Chronology</b> | To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br>(Understanding the World - ELG) | Sequence pictures from different periods.<br><br>Sequence artefacts and events that are close together in time. | Sequence pictures from different periods.<br><br>Order dates from earliest to latest on simple timelines. | 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;<br><br>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) | 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; | Order an increasing number of significant events, movements and dates on a timeline using dates accurately;<br><br>Accurately use dates and terms to describe historical events;<br><br>Understand and describe in some detail the main changes to an aspect in a period in history; | Order an increasing number of significant events, movements and dates on a timeline using dates accurately;<br><br>Accurately use dates and terms to describe historical events;<br><br>Understand how some historical events/periods occurred concurrently in |

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|                                       |  |  |   |   |  |  | different locations.  |
| <b>Interpretations</b>                | <p>Begin to hear vocabulary such as 'in the past', 'a long time ago'.</p> <p>Understand the past through setting, characters and events encountered in books read in class and storytelling. (Understanding the World - ELG)</p> | <p>Observe and use pictures, photographs and artefacts to find out about the past. (Toys)</p> <p>Start to compare two versions of a past event (Space)</p> | <p>Start to use stories and accounts to distinguish between fact and fiction.</p> <p>Understand that there are different types of evidence and sources that can be used to help represent the past.</p> | <p>Look at more than two versions of the same event or story in history and identify differences.</p> <p>To learn about primary and secondary sources</p> | <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>Look at more than two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and begin to explain the reasons why the accounts may be different.</p> | <p>Find and analyse a wide range of evidence about the past;</p> <p>To identify when using a primary or secondary source and begin to identify its impact on reliability</p> <p>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>To start to consider different ways of checking the accuracy of interpretations of the past;</p> | <p>Show an awareness of the concept of propaganda;</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>Begin to evaluate the usefulness of different sources.</p> |
| <b>Knowledge and understanding of</b> | Talk about the lives of people   | Recognise some similarities and  | Identify similarities and   | Note key changes over a period of   | Find out about the everyday lives of   | Identify and note connections,   | Use appropriate historical terms  |

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| <b>events, people and the past</b>  | around them and their roles in society.<br>(Understanding the World - ELG)  | <p>differences between the past and present.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Describe significant individuals from the past.</p> | <p>differences between ways of life in different periods.</p> <p>Understand that there are reasons why people in the past acted as they did.</p>                            | <p>time and be able to give reasons for those changes;</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p> <p>Identify key features, aspects and events of the time studied;</p> | <p>people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today;</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> | <p>contrasts and trends over time in the everyday lives of people;</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> | <p>such as culture, religious, social, economic and political when describing the past;</p> <p>Examine causes and results of great events and the impact these had on people;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> |
| <b>Presenting, organising and communicating</b><br><br><b>(Outcomes/assessment)</b> | <p>Show an understanding of vocabulary such as 'in the past', 'a long time ago'.</p> <p>Talk and draw about things from the past.</p> <p>Use historical vocabulary to retell simple</p> | <p>Show an understanding of historical terms</p> <p>Talk, write and draw about things from the past</p> <p>Use historical vocabulary to retell simple stories about the</p>              | <p>Show an understanding of historical terms</p> <p>Talk, write and draw about things from the past</p> <p>Use historical vocabulary to retell simple stories about the</p> | <p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p>  | <p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p>  | <p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p>   | <p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p>  |

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|  | <p>stories about the past.</p> <p>Use drama/role play to communicate their ideas.</p> | <p>past</p> <p>Use drama/role play to communicate their ideas</p> | <p>past</p> <p>Use drama/role play to communicate their ideas</p> | <p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Start to present ideas based on their own research about a studied period.</p> | <p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Start to present ideas based on their own research about a studied period.</p> | <p>Present, communicate and organise ideas about from 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> <p>Plan and present a self-directed project or research about the studied period.</p> | <p>Present, communicate and organise ideas about from 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> <p>Plan and present a self-directed project or research about the studied period.</p> |
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## **GLOSSARY**

**Artefact** - an object made by humans, especially one from the past that is studied by archaeologists.

**Chronological** - arranged in the order that things happened.

**Civilisation** - a society or culture at a particular time in history.

**Democracy** - government of a country by representatives elected by the whole people.

**Dictatorship** - a ruler who has unlimited power.

**Empire** - a group of countries controlled by one person or government.

**Evidence** - anything that gives people reason to believe something.

**Government** - the group of people who are in charge of the public affairs of the country.

**Invasion** - attacking and entering a country etc.

**Monarchy** - country ruled by monarch.

**Parliament** - the assembly that makes a country's laws.

**Peasant** - a person who belongs to a farming community, especially in poor areas of the world.

**Revolution** - a rebellion that overthrows the government.