

History Progression

FS1 History Curriculum

Chronological understanding	<ul style="list-style-type: none"> Sort objects (artefacts) into groups based upon chronology – then and now Sort events into groups based upon chronology (then and now) Understand of the vocabulary last year, last week, yesterday, now
Historical Enquiry	<ul style="list-style-type: none"> Look at pictures and ask ‘Which things are old and which are new?’ Answer questions about events using ‘before’ and ‘after’ to describe when something happened

FS2 History Curriculum

Chronological understanding	<ul style="list-style-type: none"> Begin to accurately use vocabulary and phrases such as ‘now, yesterday, last week, last year, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were younger’ Sort events in order of when they occurred and begin to give reasonable explanations for this Sort artefacts into groups based upon chronology (then and now) and begin to give reasonable explanations for this
Historical Enquiry	<ul style="list-style-type: none"> Observe artefacts from the past and ask ‘I wonder what it was used for?’ and begin to offer a reasonable explanation Observe pictures from the past and ask ‘I wonder what people were doing?’ and begin to offer a reasonable explanation Answer questions about events, using ‘before’ and ‘after’ to describe when something happened

Year 1 History Curriculum

Chronological understanding	<ul style="list-style-type: none"> • Recount changes in my own life over time and sequence events in my own life (make reference to FS2 where they sequenced their own life using photographs to place themselves on a timeline.) • Sequence up to four artefacts from different periods of times (earliest to latest) • Sequence some events in chronological order • Match objects to people of different ages • Identify that there are different periods of time in history and begin to discuss the timeline in classrooms and relate it to the units taught • Understand and use the words past and present when telling others about an event • Understand how to put events, objects and people in order of chronology • Use words and phrases such as: recently, when my parents were children, decades and centuries when discussing chronology
Historical Enquiry	<ul style="list-style-type: none"> • Find simple answers to questions about the past from sources of information I am provided with • Start to ask simple questions about people or events

Year 2 History Curriculum

Chronological understanding	<ul style="list-style-type: none"> • Sequence some events in chronological order • Place historical figures, events and artefacts on a timeline using dates • Sequence photographs from different periods of time and my own life
Historical Enquiry	<ul style="list-style-type: none"> • Look carefully at pictures, eye witness accounts or artefacts to find information about the past • Find answers to simple questions about the past from sources of information eg. identify and compare people from different periods of time and identify how periods of time can impact on individuals and events • Ask questions about the source material and other interpretations • Find answers to simple questions about the past from sources of information • Ask relevant basic questions about the past • Observe and investigate evidence to learn about a time period

Year 3 History Curriculum

Chronological understanding	<ul style="list-style-type: none"> • Place the period or events I am studying on a timeline (e.g: comparing the Prehistory timeline to where we are now and to the ancient Egyptians and significant events in the history of coal mining) • Place some of the earliest civilisations on a timeline: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Use dates and terms related to the period I am studying and the passing of time (e.g: Prehistory, duration, ancient, modern, settlements, civilisation, dynasty, Paleolithic, Mesolithic, Neolithic, Bronze age, Iron age, BC, AD) • Sequence several events or artefacts in time/date order. (e.g: putting Stone age, Bronze age and Iron age houses into chronological order.) • Use terms related to the period and date events accurately. • Place a current study on a timeline in relation to other periods of time that I have studied.
Historical Enquiry	<ul style="list-style-type: none"> • Give my own reasons why changes may have occurred and use evidence to support this • Ask open ended enquiry questions about a period. • Use a range of sources to collect evidence about the past (documents, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums/sites and galleries). • Use different pre-selected sources to find out about a period (primary and secondary) • Select and record information which is relevant to the period I am studying • Begin to use books from the curriculum library, class reading areas and the internet to research questions and check ideas • Begin to observe small details from pictures, photographs and artefacts. (eg. handling artefacts on school trips and discussing what they think those artefacts would have been used for)

Year 4 History Curriculum

Chronological Understanding	<ul style="list-style-type: none"> Place the period, events, artefacts and historical figures on a timeline. (eg: Roman to Viking timeline) Use terms related to the period I am studying and begin to add dates to key events. (eg: invader, settler, AD, BC etc.) Understand that changes occur over time and add evidence and dates on the timeline to represent them Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during, to describe the passing of time and understand the meaning of BC and AD. (eg: Viking era on a timeline and Anglo Saxons on a British history timeline) Name the date of any significant event from the past that I have studied and place it in, approximately, the right place on a timeline
Historical Enquiry	<ul style="list-style-type: none"> Use evidence to enable me to build up a picture of an event which happened in the past Choose relevant material to present an idea of what it was like in the past Look at two different versions of the same event and viewpoints and identify differences in the accounts (I can look at Boudica from the viewpoint of the Celts and the Romans) Begin to ask a variety of questions (with increasing relevance) to deepen my understanding of the past Use books from the curriculum library, class reading areas and the internet to research questions and check ideas Have a deeper understanding of concurrent civilisations around the world and their impact on later civilisations Understand that the answers to open ended questions may differ between people within a period. Choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions

Year 5 History Curriculum

Chronological Understanding	<ul style="list-style-type: none"> Place different periods of time into wider chronological contexts (based on previous learning) Place early civilisations into the wider context of historical chronology (early and ancient civilisations) Have a deeper understanding of concurrent civilisations around the world and their impact on later civilisations Know and can sequence periods and key events of the period I am studying. (eg.the Archaic, Classical and Hellenistic – Ancient Greece, the reign of the Maya in relation to the Vikings) Use relevant terms and labels for the period being studied Make comparisons between different times in the past and note their similarities and differences. (eg: life in Maya period and life in Viking period and the Greek period and now) Use dates and terms accurately within and across periods of time Use key vocabulary of chronology to convey my understanding of the past Know how to make links between periods of time I have studied
Historical Enquiry	<ul style="list-style-type: none"> Know how to collate knowledge gathered from several sources together in a fluent historical account. Know how to investigate my own enquiry questions Begin to recognise the difference between a primary and secondary source of information Use evidence to enable me to build up a picture of events which happened in the past Select information which is relevant to the question I am exploring Use books from the curriculum library, class reading areas and the internet to research questions and check ideas with increasing confidence

Year 6 History Curriculum

Chronological Understanding	<ul style="list-style-type: none"> Place the period I am studying on a timeline in relation to other studies. (eg. WWII, Ancient Greece) Make references to their achievements and understand their legacy. Place ancient civilisations into chronological context and directly compare to present day (Benin) Place influential eras in Great Britain into chronological context and understand their legacy and impact today Sequence up to 10 events on a timeline, showing a clear understanding of chronology Know the precise vocabulary required to accurately demonstrate my understanding of different time periods Know how to identify similarities and differences between the periods of history that I have studied
Historical Enquiry	<ul style="list-style-type: none"> Recognise and evaluate the difference between sources and interpretation (eg: information and records from different countries from WWII.) Use a range of sources of evidence in order to build up a picture of events which happened in the past Use books from the curriculum library, class reading areas and the internet to research questions and check ideas with confidence Select the most appropriate source material which is relevant to the question I am exploring Bring knowledge from a range of sources together and form a reasoned opinion about historical events Question the reliability of the source material and give reasons as to why the source material may not be reliable Give reasons why there may be different accounts of history looking at propaganda Know how to identify omissions from historical events and suggest means of finding these out Know how to assess the reliability of sources Know how that the reliability of sources may impact my ability to develop and answer enquiry questions