



History

Progression of Skills and Knowledge

EYFS Learning Goals	
	<ul style="list-style-type: none"> • 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 they read in class and storytelling • Understand the past through settings, characters and events encountered in books read in class and storytelling

Historical Interpretations	
Year 1	<ul style="list-style-type: none"> • Relate their own account of an event and understand that others may be given a different version
Year 2 Year 3	<ul style="list-style-type: none"> • Describe changes within living memory and aspects of change in national life • Describe events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight or events commemorated through festivals or anniversaries • Look at more than two versions of the same event or story in history and identify differences.
Year 4 Year 5 Year 6	<ul style="list-style-type: none"> • Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different • Make comparisons between aspects of periods of history and the present day • Understand that the type of information available depends on the period of time studied • Evaluate the usefulness of a variety of sources and their reliability • Use a range a range of evidence to offer clear reasons for different interpretations of events, linking this to factual understanding about the past. • Show an awareness of the concept of propaganda

Chronological Understanding	
Year 1	<ul style="list-style-type: none"> • Place known events and objects in chronological order • Sequence events and recount changes within living memory. • Use common words and phrases relating to the passing of time
Year 2 Year 3	<ul style="list-style-type: none"> • Show an awareness of the past, using common words and phrases relating to the passing of time • Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods • Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events in their life using historical vocabulary
Year 4 Year 5 Year 6	<ul style="list-style-type: none"> • Place some historical periods in a chronological framework • Use historic terms related to the period of study • Use dates to order and place events on a timeline • Understand how some historical events/periods occurred concurrently in different locations



Historical Enquiry	
Year 1	<ul style="list-style-type: none"> Find answers to simple questions about the past from simple sources of information Describe simple similarities and differences between artefacts
Year 2 Year 3	<ul style="list-style-type: none"> Ask and answer questions, choosing and using key parts of stories and other sources to show that they know and understand key features of events Construct informed responses to an aspect of life in the past through careful selection and organisation of relevant historical information
Year 4 Year 5 Year 6	<ul style="list-style-type: none"> Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of a life in the past Compare sources of information available for the study of different times in the past Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Organisation and Communication	
Year 1	<ul style="list-style-type: none"> Talk, draw or write about aspects of the past
Year 2 Year 3	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms Speak about how they have found out about the past Record what they have learned by drawing and writing Use and understand appropriate historical vocabulary Present, organise and communicate ideas about the past in different ways e.g. poems, recounts, news reports
Year 4 Year 5 Year 6	<ul style="list-style-type: none"> Communicate their learning in an organised and structured way, using appropriate technology Start to present ideas based on their own research about a studied period Present findings and communicate knowledge and understanding different ways Provide an account of an historical event based on more than one source Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Understanding of events, people and changes	
Year 1	<ul style="list-style-type: none"> Understand key features of events Identify some similarities and differences between ways of life in different periods
Year 2 Year 3	<ul style="list-style-type: none"> Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole/Florence Nightingale and Edith Cavell Stone Age to Iron Age in Britain (changes from Stone Age to Iron Age and the study of hunters and gatherers) Romans in Britain Newmarket and the horse racing industry



Year 4 Year 5 Year 6	<ul style="list-style-type: none">• Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives and across the periods they have studied.• Legacy and influence on the Western World• Give some reasons for important historical events/times (the following areas will be studied): <p>Anglo-Saxons Vikings World War 2 and the Battle of Britain Ancient Egypt Ancient Greece Industrial Revolution Benin (AD 900-1300) Transatlantic Slave Trade British History - Magna Carta</p>
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