

# SUBJECT PROGRESSION: HISTORY



Areas of study from the NC across our school						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>UTW: People &amp; Communities (ELG) Children talk about past and present events in their own lives and in the lives of family members.</p> <p>UTW: The World (ELG) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally. For example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>		<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</p> <p>The Roman Empire and its impact on Britain.</p>		<p>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.</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p>Ancient Greece – A study of Greek life, achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan Civilisation c. AD 900; Benin (West Africa_ c. AD 900 – 1300.</p>	

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Chronological understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use time relative vocabulary such as; before, after, first, last, yesterday, when I was younger, a long time ago, a very long time ago, before I was born, in the past.</p> <p>Sequence everyday events to gain the concept of time passing</p> <p>Use a class timeline to place topics in historical order (chronology)</p>	<p>Order a set of events or objects or place significant people.</p> <p>Use a simple timeline to place important events.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order as well as from the period studied.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>			<p>Order significant events, movements and dates on a timeline</p> <p>Identify and compare changes within and across different periods</p>	
Knowledge and understanding of events, people and changes in the past						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Discuss some changes from the past to the present day; eg transport, toys, jobs etc.</p>	<p>Recall some facts about people/events before living memory</p> <p>Say why people may have acted the way they did, using evidence (where appropriate).</p> <p>Use information to describe the past</p> <p>Describe the differences between then and now</p>	<p>Describe the culture/leisure activities, way of life/places and/or actions of people in the past</p> <p>Describe the main changes in a period in history.</p>			<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Describe the main changes in a period in history</p>	

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	Recount the main events from a significant event in history					
Historical enquiry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at images and artefacts from the past and discuss what we think they are/when they are from. Begin to formulate questions and hypothesis	Identify different ways in which the past is represented  Ask questions about the past  Look at objects from the past – pose/answer questions.		Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  Ask questions and find answers about the past.		Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  Recognise that there is often not a single answer to historical questions.  Investigate own lines of enquiry by posing questions to answer.	
Historical interpretation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at and use books and pictures, real objects, and the internet (as a class) to find out about the past	Look at and use books and pictures, stories, eyes witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past		Know that people in the past represent events or ideas in different ways.		Give reasons why there may be different accounts of history.  Evaluate evidence to choose the most reliable forms and know that people both in the past and present have a point of view and this can affect interpretation	

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Organise/Communicate knowledge & understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about aspects of their own environment and how this might vary from the past. Children can discuss similarities and differences in relation to places, objects, and living things from the past to now. Sort objects between 'old' and 'new' or 'then' and 'now'	Sort events or objects into groups (i.e. then and now.) and make comparisons  Communicate ideas about people, objects or events from the past in different ways i.e. in speaking, writing, drawing, role-play, storytelling and using ICT.		Communicate ideas about the past using different media i.e. genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.		Communicate ideas about from the past using different media i.e. genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.  Plan and present a self-directed project or research about the studied period	
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Old New First Next Before After Past	Previous list + Yesterday Today Tomorrow Same Different Change Past Present Future Important Event Era Artefacts Time Order		Previous list + Chronological Significant Power Development Compare Contrast Influence BCE and AD, CE Ancient Emperor Archaeologist Civilisation Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure		Previous list + Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity Ideologies (Political, Religious and cultural)	Continuity Cultural Context Advocate Democracy Government Interpretation Commemorate