

History

This progression document should be used by school leaders and teachers to:

- Support assessment
- Find out what has previously been taught
- Track back to adapt teaching to the needs of individuals, groups of children or the class based on gaps in knowledge and skills.
- Support with planning

This document should be used alongside the [History National Curriculum](#) and [EYFS Early Learning Goals](#)

EYFS

History – Early Years Foundational Knowledge – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Pupil starting points:

It is important that we make no assumptions about what pupils do or do not know on entry to our settings. The relationships we build with our pupils are fundamental to understanding and developing them as individuals with deep knowledge of their context through positive relationships with parents / carers and robust transition procedures such as home visits and baseline systems. The below is an ‘indicator’ of what we might expect our pupils to know linked to *Birth to 5 Matters* and *Development Matters* and the 2-year-old check.

In Understanding the World – Past and Present (History) pupils may have experience of: looking at younger versions of themselves in photographs and talking about how they have changed, discussing simple things they have done in the past e.g. going to the shops / the park / on holiday etc, putting things in order, observing changes e.g. weather, seeing pets change. They may also have seen clocks, watches and calendars and know specific times of the day at home e.g. breakfast / bedtime linked to chronology.

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Chronology	<ul style="list-style-type: none"> Retell a simple past event directly related to them in correct order, e.g., went on swings, hurt knee. Beginning to anticipate times of the day such as mealtimes or home time. Begin to know the days of the week (e.g. through song) and the language today. Beginning to understand some talk about immediate past and future. 	<ul style="list-style-type: none"> Re-tell simple past events related to their own lives in the correct order. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Begin to develop chronological understanding. E.g. ordering photos of themselves. Can predict routines linked to established timetabling e.g. next we will... Know the days of the week e.g. through song. Begin to know the months of the year. 	<ul style="list-style-type: none"> Know the difference between long ago and now. Order modern and old objects or events using everyday language related to time. Know 'my life' is different from the lives of people in the past. Know the days of the week, months of the year and about New Year. Beginning to experience measuring time with timers and calendars. Know that a clock / watch tells us what time it is / when to do things.
Essential vocabulary	day, night, morning, afternoon, today, days of the week	before, after, next, now, yesterday, tomorrow	time, week, month, year, later, long ago,

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> The class visual timetable Days of the week. Months of the year How to order simple events. Ordering vocabulary e.g. now, next, then, today, tomorrow How to use simple timers What a clock / watch is for Some differences between long ago and now 	Domestic Role Play <ul style="list-style-type: none"> clock, calendar, cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, tea pot, toaster, and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories. 	Maths Area <ul style="list-style-type: none"> Timers Calendars Wooden puzzle clocks (to put numbers in) Loose parts for ordering objects e.g. smallest to largest / vice versa Season cards for ordering Months picture cards for ordering Visual timetables for sequencing 	Outdoor Playing Games Area Playing Games Area (outdoor) How many xxx can they complete in xxx time? <ul style="list-style-type: none"> Beanbags (different colours) Selection of hoops Balls of different sizes and colours Baskets Skipping ropes Parachute Obstacle course equipment Tunnels Space hoppers Timers 	Pupils will also meet this in other aspects of the provision. For example, daily visual timetables, daily maths meetings - calendar - day, date, weather, seasons, when looking at themselves and their families and how they have changed, when singing songs linked to days of the week, months of the year, through stories such as Nursery Not Today!

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Chronology	<ul style="list-style-type: none"> ▪ Can you tell me happened? How did that make you feel? ▪ Tell me, what do you think we are going to next (linked to familiar routines / visual timetables)? ▪ Can you remember what you did when you weren't at school (last night / at the weekend)? 	<ul style="list-style-type: none"> ▪ Can you put these photos of you in order? Which one comes first? How do you know? ▪ Tell me, what happened first in the story? Then what happened? What happened at the end? ▪ Can you help me order the days of the week? Which one comes first? How do you know? Can we sing a song to remind us? 	<ul style="list-style-type: none"> ▪ Can you put these objects / photos in order? Which is the oldest? How do you know? ▪ How is this picture different from what you know / are used to? Can you describe...? ▪ Tell me, what do we use watches / clocks / calendars for? How are they useful?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Changes within living memory (link to UTW Science and UTW Geography - Seasonal Change)	<ul style="list-style-type: none"> Is interested in photographs of themselves and other familiar people and objects. Begin to match adult and baby animals. Observe changes in the weather and in their environment. 	<ul style="list-style-type: none"> Can order photos of themselves and talk about how they have changed (link to their birthday). Develop an understanding of growth, decay and change over time. Make observations of animals and plants and explain why some things occur and discuss changes. Observe and talk about changes in the seasons and weather. 	<ul style="list-style-type: none"> Compare life for their family now compared to life for their family in the past. E.g. their lives full of technology compared to their grandparents lives with little technology. Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents. Develop an understanding of how houses, clothes, transport and toys have changed over time. Know about life cycles e.g. butterfly and frog and recognise that humans (and animals) change over time e.g. from foetus to baby, to toddler, to child, to teenager, to adult, to elderly. Relate the changing seasons to the passing of time.
Essential vocabulary	old, new, young, weather, day, night	order, change/d, grow /th, season, die (plants)	past, present, lifecycle, adult, toddler

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision		Wider Provision	
<ul style="list-style-type: none"> The differences between adult and baby animals. Weather and seasons. Changes in animals and plants and lifecycles. How familiar things have changed over time e.g. toys, houses, transport. How to compare e.g. what life was like for them compared to what life was like for their Grandparents. 	Outdoor Science Area <ul style="list-style-type: none"> Thermometer Windmills, twisters, turbines, ribbons, scarves to explore movement and wind Rain collectors / rain gauge Cameras / pads 	Small World <ul style="list-style-type: none"> Historical and modern figures Historical and modern dolls house furniture Historical and modern cars Animals and their young for matching 	Investigation Area <ul style="list-style-type: none"> Magnifying glasses Sorting hoops (sorting seasonal clothes) Natural and interesting seasonal artefacts e.g. pinecones, acorns, conkers Plants for observation Rotting fruit / veg Photos of humans and animals for ordering and sorting Butterfly eggs / caterpillars Frogspawn 	Pupils will also meet this in other aspects of the provision. For example, bring your grandparent to school days, when reading historical / seasonal stories, when walking to and from school observing people and weather, when learning about themselves and looking at their families and similarities and differences. Routines should also incorporate daily conversation about the days / month / season / weather.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Changes within living memory	<ul style="list-style-type: none"> ▪ Tell me, who is in this photo / What is happening here? ▪ Can you match the baby animals to their parents? Do they look the same? ▪ What has changed outside? What happened? 	<ul style="list-style-type: none"> ▪ Look at these photos. Can you tell me how you / your family have changed? ▪ Can you describe how this plant / animal has changed? ▪ What season do you think it might be (show photos). Why? 	<ul style="list-style-type: none"> ▪ How do plants and animals change with the seasons? ▪ Tell me, how do humans change over time? ▪ Look at this photo of toys / transport / houses / grandparents. What is the same and what is different?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Their families (link to Geography and RS)	<ul style="list-style-type: none"> Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Notice differences between people. 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Enjoy joining in with family customs and routines. Recognise and describe special times or events for family or friends. Linked to family / friends shows interest in different occupations and ways of life indoors and outdoors. 	<ul style="list-style-type: none"> Talk about past and present events in their own life and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Linked to their family / people they know, understand that when you grow up you don't go to school you go to work and name some of the jobs they could do.
Essential vocabulary	family, same, different, pretend, sibling names, mum (my), dad (dy), brother, sister	grandparent (and other words e.g. Nan/Nana/Grampy), parent, special, celebrate, birthday, party	relation, cousin, auntie, uncle, great-grandparent, job

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> Similarities and differences between their families and other families. Positive attitudes about the difference between people. Key customs, routines, special times, events and celebrations for different families / religions / cultures. Different occupations linked to people in their community and those who help us. Special places and places of significance. 	Domestic Role Play <ul style="list-style-type: none"> cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and tea cups, cutlery, tea towel, tea pot, toaster, phone, clock and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories. 	Themed Role Play (celebrations from other cultures) <ul style="list-style-type: none"> Special clothing from a range of cultures Appropriate food, packets, dishes, bowls, pans, cutlery / utensils Decorations Photos of their families having celebrations Photos of special places e.g. synagogue 	Bikes and Trikes <ul style="list-style-type: none"> Bikes Trikes Scooters Ride in cars (if appropriate age wise) Scooter boards Real-life uniforms - firefighter paramedic, police person, engineer Props such as bandages / first aid kits, hose, bell, traffic cones / signs / mark making materials. 	Pupils will also meet this in other aspects of the provision. For example, when celebrating key customs, traditions and events as a school, in assemblies, productions and when special visitors come in. Members of the community should be actively encouraged to spend time with pupils sharing their experiences, expertise and aspirations. Care should be taken to ensure all religions and cultures are celebrated at some point throughout the year linked to the families in your school.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Their Families	<ul style="list-style-type: none"> ▪ Tell me about your family. ▪ What are you and your family doing in this photo? ▪ How are families the same? How can they be different? (looking at photos) 	<ul style="list-style-type: none"> ▪ Tell me about some special times in your family. (use photos) ▪ How are your family the same and different to other families? ▪ What jobs do your family do? (ask families to send photos in if appropriate) 	<ul style="list-style-type: none"> • What special events do you and your family celebrate? How do you celebrate different events? • Look at this photo. When did this happen? How do you know? • Which people in our community help us? What are their jobs?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Significant people / events locally	<ul style="list-style-type: none"> Enjoys playing with small world reconstructions, remembering and building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. Talks about people who are significant in their lives. Know about one famous eco warrior (linked to structured story time). 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Know about Queen Elizabeth II e.g. linked to The Queen's Hat Structured Storytime text. Know that we now have a King. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Give one cause of an event. E.g. linked to pirates / dinosaurs. Name people who help others in the community and talk about their different roles. Know about one significant inventor and one significant eco warrior through story.
Essential vocabulary	baby, people, simple place names e.g. garage, shop, farm	jobs, King, Queen, celebration, a long time ago	jobs, work, inventor, eco warrior, character, cause

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> Significant people in their lives and in their community (and their roles), including those who help others. Significant events in their lives e.g. birthdays, starting school. About Queen Elizabeth II and the King. About the life of one eco warrior and one inventor (through books / story). Causes of events e.g. through pirate stories. 	<p>Small World</p> <ul style="list-style-type: none"> Castles and knights /princesses / dragons / People / peg people Artificial grass Roads and railway track, blocks Vehicles Glass pebbles, shells and pebbles Trees and greenery Farm Shops Police station / fire station / garage / bus station / train station Log slices 	<p>Mud Kitchen</p> <ul style="list-style-type: none"> Dinosaurs Bones Trowels Brushes Logs / stones / trees / pebbles / glass pebbles / foliage <p>Water</p> <ul style="list-style-type: none"> Pirates Pirate ships Coins Crocodiles <p>Sand</p> <p>Pirates Spades /trowels, forks / sieves / buckets Coins / jewels</p>	<p>Building and Constructing Area</p> <p>Large loose parts:</p> <ul style="list-style-type: none"> Planks and boxes Stacking Crates Poles Tyres / wheels / seats Blankets Dressing up and props 	<p>Pupils will also meet this in other aspects of the provision. For example, when visitors from the local community come in, through visits to the local area e.g. local religious buildings, though simple class assemblies and (where appropriate) whole school assemblies about important events and people linked to the wider PSED /SEMH curriculum.</p>

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Significant people / events locally	<ul style="list-style-type: none"> ▪ Tell me, what do you know about xxx eco warrior? What is happening in this picture in the book? (Show First Heroes Eco Warrior Book) ▪ Who is this (show photo of significant person)? What do they do / help you with? 	<ul style="list-style-type: none"> ▪ Tell me, who is this? Why are they important? ▪ What are you celebrating here? Why? ▪ Tell me about Queen Elizabeth II. Can you describe what she is doing here? (show Queen's Hat) Who is this? (show picture of the King) 	<ul style="list-style-type: none"> ▪ What is happening here (show pupils historical images of their parents / grandparent's lives). What can you see? ▪ Can you describe people in our community who help us? What do they do? Why are they important? <ul style="list-style-type: none"> ▪ Can you tell me about this Eco warrior / inventor? What did they do? What sort of person were they? (Show images / book)

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Understanding the past through story	<ul style="list-style-type: none"> Learn about changes in living memory through stories about babies and young children. 	<ul style="list-style-type: none"> Notice some differences between then and now when reading nursery rhymes and stories. E.g. Five Currant Buns in a Baker's Shop. 	<ul style="list-style-type: none"> Talk about common themes in stories about historical figures e.g. bravery, difficult choices, kindness. Compare and contrast characters from stories, including figures from the past.
Essential vocabulary	baby, big, little, change, same, different	difference, then, now, old, new	history, character, compare, brave, kind, choice

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision			Wider Provision
<ul style="list-style-type: none"> How to find information about how humans change from books. Draw attention the difference between then and now when reading books e.g. <i>What do you notice about their house? How is it different from your house?</i> How to empathise with historical characters e.g. <i>How did Isatou Ceesay feel about all of the plastic rubbish? (and associated vocab e.g. brave / clever / helped the world / planet)</i> How to compare and contrast characters from the past. For example, by discussing good and bad characters (Herod in the Christmas story, Ravana in Diwali) 	<p>Stage Area</p> <ul style="list-style-type: none"> Props / costumes from familiar stories and rhymes / linked to significant people they have learnt about for children to explore and perform with e.g. Miss Polly had a dolly, First Heroes - Eco warrior / Inventors / The Queen's Hat Books linked to the above as prompts. 	<p>Small World</p> <ul style="list-style-type: none"> Historical and modern figures Historical and modern doll's house furniture Historical and modern cars Animals People / peg people Artificial grass Roads and railway track, blocks Vehicles Glass pebbles, shells and pebbles Trees and greenery Farm Log slices Pirates / dinosaurs 	<p>Book Area</p> <ul style="list-style-type: none"> Fiction books about the past (these should be familiar to pupils) e.g. The Queen's Hat. Non-fiction books that have clear images of the past for discussion Non-fiction books about eco warriors / inventors that have been read to pupils. Variety of artefacts / photos / pictures for pupils to handle and look through Story images for ordering / sequencing. 	<p>Pupils will also meet this in other aspects of the provision. For example, inescapable texts linked to different aspects of the provision, suggested stories that are sent home as sharing books, stories linked to Geography and RS which teach messages about different cultures and traditions, stories linked to Science which link to lifecycles and changes, as well as key celebration stories throughout the year e.g. the Christmas story.</p>

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Understanding the past through books / story	<ul style="list-style-type: none"> ▪ Tell me, what do you know about xxx eco warrior? What is happening in this picture in the book? (Show First Heroes Eco warrior Book) ▪ Let's read Nursery not today. How is Alby different from Rosa? How are you different from babies? 	<ul style="list-style-type: none"> ▪ Tell me, who is in this story? Why is she important? (Refer to Queen Elizabeth II in The Queen's Hat) ▪ Let's look at some of the pictures from when Miss Polly had a Dolly was first written. What can you see? How is her doctor different from the doctors we see? 	<ul style="list-style-type: none"> ▪ Tell me, what do you notice about this picture in Each Peach Pear Plum? (Show Mother Hubbard in Cellar and Cinderella on Stairs pages). ▪ Describe Anansi's Nana. What was she like? How do you know? ▪ In the book Celebrations around the World (Geography / RS link) what traditions do different countries have for celebrating New Year?

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What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Enquiry (including interpretation, comparison, similarities and differences)	<ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Learn that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> Show an interest in the past when reading stories or looking at images. Notice similarities and differences. Look at or touch objects from the past and comment on their appearance. Begin to ask questions about artefacts, suggesting what they might be used for. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Begin to make some accurate comparisons between modern and old objects. Find answers to simple questions from writing or a picture. Look at books, videos, photographs, pictures and artefacts to find out about the past.
Essential vocabulary	same, different, place, live	what, how, explore, look, question	compare, younger, older, similarities, differences

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	Specific Provision			Wider Provision
<ul style="list-style-type: none"> How to ask questions about the world around them. Similarities and differences. How to describe objects / scenes from the past, modelling correct vocabulary. Stem sentences e.g. <i>I think it is a... because...</i> How to compare things modelling stem sentences e.g. <i>This one has but this one hasn't... This one is made from... but this one is made from...</i> How to find answers to simple questions through reading / looking at videos / photos. 	Investigation Area <ul style="list-style-type: none"> Magnifying glasses Sorting hoops Range of toys to sort old and new. Range of technology for exploring e.g. old phones, radios, tapes, CDs etc. Range of artefacts to explore e.g. household objects. . 	Painting Area <ul style="list-style-type: none"> Paint Paint brushes Paper Materials / tools to add texture to paint e.g. sand / sawdust Artefacts e.g. old fashioned toys for observational painting 	Book Area <ul style="list-style-type: none"> Fiction books about the past (these should be familiar to pupils) e.g. The Queen's Hat. Non-fiction books that have clear images of the past for discussion Non-fiction books about eco warriors / inventors that have been read to pupils. Variety of artefacts / photos / pictures for pupils to handle and look through Story images for ordering / sequencing. 	Pupils will also meet this in other aspects of the provision. For example, when comparing themselves and their families with others, when exploring the outdoors and nature e.g. plant growth, seasonal changes, weather, when comparing size, shape and colour in mathematics.

Prompting questions for Thinking Hard:	2-3 years	3-4 years	4-5 years
Enquiry (including interpretation, comparison, similarities and differences)	<ul style="list-style-type: none"> ▪ Tell me, how are you the same / different from your friends? ▪ How is your family the same / different than your friend's family? ▪ What questions shall we ask each other about our homes / toys / families? 	<ul style="list-style-type: none"> ▪ Tell me, what do you notice about xxx in this story? ▪ Describe these two... What has this one got that the other one hasn't? What is the same and what is different? ▪ What do you think this was used for? Why? 	<ul style="list-style-type: none"> ▪ What does this picture / video / photo / story tell us about life in the past? ▪ Tell me, what has changed about cars? ▪ Compare these two objects / photos. What can you tell me about them?

Year 1

History taught in Autumn 2, Spring 1 and Spring 2

Overarching historical theme: local history

Chronological Understanding	Knowledge & Understanding of the Past	Historical Interpretation	Historical Enquiry	Communication & Organisation
<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p>	<p>Tell the difference between past and present in own and other people's lives</p>	<p>Begins to identify and recount some details from the past from sources (e.g. pictures, stories)</p>	<p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</p>	<p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)</p>

Disciplinary Vocabulary

year, artefact, old, new, next, compare, similarity, different, change, calendar, living memory, remember, opinion, date order

Year 2

History taught in Autumn 2, Spring 1, Spring 2 and Summer 1

Overarching historical theme: significant events and individuals that impact on life in the UK

Chronological Understanding	Knowledge & Understanding of the Past	Historical Interpretation	Historical Enquiry	Communication & Organisation
<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale</p> <p>Uses words and phrases such as recently, before, after, now, later</p> <p>Uses past and present when telling others about an event</p>	<p>Uses information to describe the past</p> <p>Uses information to describe differences between then and now</p> <p>Recounts main events from a significant in history</p> <p>Uses evidence to explain reasons why people in past acted as they did</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet)</p> <p>Understands why some people in the past did things</p>	<p>Looks carefully at pictures or objects to find information about the past</p> <p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p>	<p>Describes objects, people and events</p> <p>Writes own date of birth</p> <p>Writes simple stories and recounts about the past</p>

Disciplinary Vocabulary

chronological order, investigate, research, evidence, primary source, secondary source, eyewitness, historians, invention, experts, significant, why?

Year 3

History taught in Autumn 2, Spring 1 and Spring 2

Overarching historical theme: people and their daily lives

Chronological Understanding	Knowledge & Understanding of the Past	Historical Interpretation	Historical Enquiry	Communication & Organisation
<p>Uses timelines to place events in order</p> <p>Understands timeline can be divided into BC/ BCE and AD/CE</p> <p>Uses words and phrases: century, decade</p>	<p>Uses evidence to describe past:</p> <ul style="list-style-type: none"> • <i>Houses and settlements</i> • <i>Culture and leisure activities</i> • <i>Clothes, way of life and actions of people</i> • <i>Buildings and their uses</i> • <i>People's beliefs and attitudes</i> • <i>Things of importance to people</i> • <i>Differences between lives of rich and poor</i> <p>Uses evidence to find out how any of these may have changed during a time period</p> <p>Describes similarities and differences between people, events and objects</p> <p>Shows changes on a timeline</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions</p>	<p>Presents findings about the past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy</p> <p>Discusses different ways of presenting information for different purposes</p>

Disciplinary Vocabulary

B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, nomad/nomadic, archaeologist, archaeology, legacy, impact, effects, this suggests..., may be, perhaps, could be

Year 4

History taught in Autumn 2, Spring 1 and Spring 2

Overarching historical theme: Power & Rule – settlers and invaders

Chronological Understanding	Knowledge & Understanding of the Past	Historical Interpretation	Historical Enquiry	Communication & Organisation
<p>Uses words and phrases: century, decade, BC, AD, after, before, during</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries</p> <p>Names and places dates of significant events from past on a timeline</p>	<p>Shows knowledge and understanding by describing features of past societies and periods</p> <p>Identifies some ideas, beliefs, attitudes and experiences of individuals from the past</p> <p>Uses evidence to talk about the impact of:</p> <ul style="list-style-type: none"> • <i>Rulers & the monarchy</i> • <i>Power & conflict</i> • <i>Religion</i> <p>Describes how some of the past events/people affect life at the time and today</p>	<p>Gives reasons why there may be different accounts of history</p>	<p>Understands the difference between primary and secondary sources of evidence</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Asks questions such as ‘what was it like for a during?’</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly</p> <p>Discusses most appropriate way to present information, realising that it is for an audience</p> <p>Uses subject specific words such as monarch, settlement, invader</p>

Disciplinary Vocabulary

empire, invasion, civilisation, settlers, settlement, kingdoms, conversion, reputation, resistance, impact, effects, consequences, change, continuity, cause/s, infer, suggest, my conclusion is that...

Year 5

History taught in Autumn 2, Spring 2 and Summer 1

Overarching historical theme: achievements of early civilisations

Chronological Understanding	Knowledge & Understanding of the Past	Historical Interpretation	Historical Enquiry	Communication & Organisation
<p>Uses timelines to place and sequence local, national and international events</p> <p>Sequences historical periods</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period</p> <p>Identifies changes within and across historical periods</p>	<p>Identifies some social, cultural and religious diversities of societies studied in Britain and wider world</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied</p> <p>Identifies changes and links within and across the time periods studied</p>	<p>Looks at different versions of the same event and identifies differences in the accounts</p> <p>Gives clear reasons why there may be different accounts of history</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Asks a range of questions about the past</p> <p>Chooses reliable sources of evidence to answer questions</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Presents structured and organised findings about the past using speaking, writing, drama and drawing skills.</p> <p>Uses dates and terms accurately</p> <p>Chooses most appropriate way to present information to an audience</p>

Disciplinary Vocabulary

anachronism, democracy, this source suggests that..., this source doesn't show that..., reliable, to weight up both sides, infer, suggest, continuity, extent of, turning point, my conclusion is that...

Year 6

History taught in Autumn 2, Spring 1 and Spring 2

Overarching historical theme: social impacts of history

Chronological Understanding	Knowledge & Understanding of the Past	Historical Interpretation	Historical Enquiry	Communication & Organisation
<p>Uses timelines to place events, periods and cultural movements from around the world</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline</p>	<p>Chooses reliable sources of factual evidence to describe:</p> <ul style="list-style-type: none"> • <i>Social impact of historical events</i> • <i>way of life and actions of people</i> • <i>attitudes; things of importance to people</i> • <i>differences between lives of rich and poor</i> <p>Identifies how any of above may have changed during a time period</p> <p>Gives own reasons why changes may have occurred, backed up with evidence</p> <p>Shows identified changes on a timeline</p> <p>Describes similarities and differences between some people, events and objects studied</p> <p>Describes how some changes affect life today</p> <p>Makes links between some features of past societies</p>	<p>Understands that the past has been represented in different ways</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</p>	<p>Identifies and uses different sources of information and artefacts</p> <p>Evaluates the usefulness and accurateness of different sources of evidence</p> <p>Selects the most appropriate source of evidence for particular tasks</p> <p>Forms own opinions about historical events from a range of sources</p>	<p>Presents information in an organised and clearly structured way</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram)</p> <p>Makes accurate use of specific dates and terms</p>

Disciplinary Vocabulary

20th Century, culture stereotype, diversity, traditional view, attitudes, variety of sources, different experiences, impression, the source omits to mention..., the purpose..., reliability propaganda, one sided, biased, motive, mistake, extent of the community, extent of change