



2021/2022

Progression of History Curriculum Year 1 - 6

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Vocabulary</b>	Yesterday Before Old	Yesterday Before Old Compare	River Thames Baker Pudding Lane Burning Smoke wooden	Fossil Jurassic Palaeontologist Excavate	Empire Artefact Romans Centurion Rome Legion	Anglo-Saxon Viking Raid Trade Invasion Wessex	Cacao Pyramid	Democracy Government Parthenon Theatre Temple Marathon
<b>Chronological understanding</b>			<p>Uses words and phrases: old, new, young, days, and months.</p> <p>Remembers parts of stories and memories about the past</p>	<p>Recount changes in own life over time and compare that to relatives from different eras.</p> <p>Puts 3 or more people, events or objects in order using a given scale-beyond 100 years.</p>	<p>Uses timelines to place events in order (intervals of 10/100)</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and</p>	<p>Uses timelines with intervals of 10/100/1000 years.</p> <p>Begins to appreciate length of time for different periods.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th</p>	<p>Uses timelines to place and sequence local, national and international events (5 or more events)</p> <p>Begins to design own timeline to sequence events learned.</p> <p>Sequences historical periods.</p> <p>Describes events using</p>	<p>Creates own timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate periods of time and passing of time.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-</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>phrases: century, decade.</p>	<p>centuries.</p> <p>Names and places dates of significant events from past on a</p> <p>Timeline.</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p>	<p>words and phrases such as: century, decade, BC, AD, after, before, during, era, and period.</p> <p>Identifies changes within and across historical periods</p>	<p>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><b>Range and Depth of Understanding</b></p> <p><b>Knowledge and understanding of past events, people and changes in the past</b></p>	<p>Begin to talk about their past as a baby</p>	<p>Tell the difference between past and present in their own life</p>	<p>Describe the difference between past and present in own and others lives.</p>	<p>Use information to describe the past</p> <p>Use information to describe differences between then and now</p> <p>Explain why people in past may have acted in the way they did.</p>	<p>Uses evidence to describe past:</p> <p>Houses and settlements</p> <p>Culture and leisure activities</p> <p>Clothes, way of life and actions of people</p> <p>Buildings and their uses</p> <p>People's beliefs and attitudes</p> <p>Things of importance to people</p> <p>Differences between lives</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of</p>	<p>Identifies some social, cultural, religious and ethnic 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>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identifies how any of above may have changed</p>

					<p>of rich and poor          Uses evidence to find out how any of these may have changed during a time period.          Describes similarities and differences between people, events and objects          Shows changes on a timeline.</p>	<p>life, beliefs and attitudes may have occurred during a time period.          Describes how some of the past events/people affect life today.</p>		<p>during a time period.          Gives own reasons why changes may have occurred, backed up with evidence.          Shows identified changes on a timeline.          Describes similarities and differences between some people, events and objects studied.          Describes how some changes affect life today.          Makes links between some features of past societies.</p>
<b>Historical Enquiry</b>	Use pictures and spoken stories as a source of information.	Use pictures and stories as source or information.	Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ....?', 'what happened	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	<i>Understands the difference between primary and secondary sources of evidence.</i> Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

				<p>in the past?', 'how long ago did .... happen?' Estimates the ages of people by studying and describing their features.</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>music, artefacts, historic buildings and visits to collect information about the past. 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>Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions</p>	<p>Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions</p>
<p><b>Historical Interpretation</b></p>	<p>Begin to talk about their past as a baby.</p>	<p>Tell the difference between past and present in own life.</p>	<p>Begins to identify and recount some details from the past from sources (e.g. pictures, stories)</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.</p>	<p>Looks at two versions of same event and identifies differences in the accounts.</p>	<p>Gives reasons why there may be different accounts of history.</p>	<p>Look at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade</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</p>

							others.	propaganda, opinion or misinformation and that this affects interpretations of history.
<p><b>Present understanding</b></p> <p><b>Organisation and Communication</b></p>	<p>Begin to understand the past and represent in pictures through mark making.</p>	<p>Begin to understand the past and represent in pictures and key words.</p>	<p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)</p>	<p>Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills. Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invade</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience</p>	<p>Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.</p>