

St Mark's CEP school Curriculum progression grids

Subject: History

	EYFS	Year 1/ 2	Year 3/ 4	Year 5/6
Skills and Knowledge	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters, and events encountered in books and storytelling</li> </ul>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> <li>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.</li> </ul>	<p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>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.</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>The Roman Empire and its impact on Britain.</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>A non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> <li>A local history study.</li> </ul>	
Historical Enquiries		Year 1/ 2	Year 3/ 4	Year 5/6
	<p>Pupils will learn to:</p> <p>Ask and answer questions about events, time periods and significant people in history</p> <p>Understand some ways that we find out about the past – websites, stories, people's recounts, pictures, artefacts</p> <p>Draw on knowledge from stories and non-fiction texts</p>	<p>Pupils will learn to:</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways.</p>	<p>Pupils will learn to:</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</p> <p>Suggest where we might find answers to questions considering a range of sources.</p> <p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Construct and organise responses by selecting relevant historical data.</p>	<p>Pupils will learn to:</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices.</p> <p>Analyse a range of source material to promote evidence about the past.</p> <p>Construct and organise response by selecting and organising relevant historical data.</p>

Historical Chronology	<u>EYFS</u>	Year 1/ 2		Year 3/ 4		Year 5/6	
	Pupils will: Identify things that were different in the past. Put recent events in chronological order e.g. events that have happened since they started school	Pupils will: Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. Show where places, people and events fit into a broad chronological framework Begin to use dates.		Pupils will: Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a time-line. Use correct terminology to describe events in the past.		Pupils will: Use greater depth in their historical explanations and range of knowledge. Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a time-line. Use correct terminology to describe events in the past.	
Key Historical Questions	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	How have things changed? How did people live in the past? How was life different for my family in the past?	Where shall we go? Who / what made my corner of the world special long ago?	Who was here before me? Who made history? How did they do that?	Who was here before me? Why are there pyramids in Ancient Egypt?	What happened to Britain when the Romans left? How vicious were the Vikings?	What did the Ancient Greeks do for us? Who were the Victorians and how did they change society?	What was the impact on Britain during the First World War? How did Britain change between 1000-2000?
Interpreting History	EYFS	Year 1/ 2		Year 3/ 4		Year 5/6	
	Pupils will: Look at images of familiar things from the past e.g. school, transport, houses	Pupils will: Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.		Pupils will: Be aware that different versions of the past may exist and begin to suggest reasons for this.		Pupils will: Understand that the past is represented and interpreted in different ways and give reasons for this.	
Continuity and change	EYFS	Year 1/ 2		Year 3/ 4		Year 5/6	
	Pupils will: Compare and contrast characters from stories including figures from the past	Pupils will: Discuss change and continuity in an aspect of life, e.g. holidays.		Pupils will: Describe and begin to make links between main events, situations and changes within and across different periods and societies.		Pupils will: Develop their ideas from Years 3/4 by drawing links between events, situations and changes within different periods and societies. Use a greater depth of historical knowledge	
	<u>EYFS</u>	Year 1/ 2		Year 3/ 4		Year 5/6	

Causes and Consequences	Pupils will: Draw out themes from book characters from history such as bravery, difficult choices, kindness and talk about their own experiences of these.	Pupils will: Recognise why people did things. Recognise why some events happened. Recognise what happened as a result of people's actions or events.		Pupils will: Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes.		Pupils will: Begin to offer explanations about why people in the past acted as they did and justify their answers.	
Similarities and differences	EYFS	Year 1/ 2		Year 3/ 4		Year 5/6	
	Pupils will: things that were different in the past and things that have stayed the same.	Pupils will: Identify similarities and differences between ways of life in different periods, including their own lives.		Pupils will: Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.		Pupils will: Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local and individual.	
Significance	EYFS	Year 1/ 2		Year 3/ 4		Year 5/6	
	Pupils will: Consider events and objects that are familiar to them and identify how they were different in the past.	Pupils will: Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.		Pupils will: Identify and begin to describe historically significant people and events in situations.		Pupils will: Give reasons why some events, people or developments are seen as more significant than others.	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary	A long time ago same/different change people lives history artefact  past/now modern old new  questioning finding out order compare	Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern Curiosity,  Detective, Investigate, Ask,	Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important	Chronological time consolidation, AD/BC, Eras, Timeline, Period, Millennium, Thousands of years  Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme,	Chronological time consolidation, Time difference, Continuity, Change  Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations,	Chronological time consolidation, AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy  Primary source, Secondary source, Suggest, Compare,	Chronological time consolidation, Short- and longterm timescales, Difference and significance, Trends  Fieldwork, Conduct, Research, Primary source, Secondary source,

		Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important	Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event	Place, Investigate, Locality, Eyewitness account, Similarities and differences, Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Organisation Second-hand evidence	Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends	Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable	Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda
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