

Planning and Progression: History



Topic	FS	Y1/2		Y3/4		Y5/6	
	My World Seasons and Celebrations Wonderful Weather We Are Heroes Terrific Tales Watch it Grow	<u>CYCLE A</u> London Transport Bridges	<u>CYCLE B</u> History of toys Explorers Victorian Cleethorpes	<u>CYCLE A</u> Romans Tudors Ancient Egypt	<u>CYCLE B</u> The Mayan Civilisation Grimsby Fishing Heritage Pre-historic Britain	<u>CYCLE A</u> WWII Shackleton Olympic Legacies	<u>CYCLE B</u> Guy Fawkes Viking Raiders Keen to be Green
Chronological Understanding	Use everyday language related to time (then and now) Order and sequence familiar events Describe main story settings, events and principal characters Begin to make sense of own life -family history-talk about past and present events in their own lives and the lives of family members Begin to describe sequence of events, real or fictional, using words such as first, then	Sequence artefacts and events that are close together in time Order dates from the earliest to the latest on simple timelines Sequence pictures from different periods; describe memories and changes that have happened in their own lives Use words and phrases such as old, new, earliest, latest, past present, future, modern, before after to show the passing of time	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Begin to develop a chronologically secure knowledge of history Establish clear narratives within periods studied Note connections, contrasts and trends over time	Order an increasing number of significant events, movements and dates on a timeline Accurately use dates and terms to describe historical events Understand and describe in some detail the main changes to an aspect in a period in history Continue to develop a chronologically secure knowledge of history			
Historical Interpretation		Start to compare two versions of a past event Observe, use pictures, photographs and artefacts to find out about the past Start to use stories or accounts to distinguish between fact and fiction Explain that there are different types of evidence and sources that can be used to help represent the past	Look at more than two versions of the same event or story in history and identify differences Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different	Find and analyse a wide range of evidence from the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past To understand the difference between primary and secondary sources of evidence and the impact of this on reliability Show awareness of the concept of propaganda Know that people in the past represent events or ideas in a way that may be to persuade others Begin to evaluate the usefulness of different sources			
Sources and Evidence	Be curious about people and show interest in stories Answer how and why questions in response to stories or events Know that information can be retrieved from books and computers Comment on images of familiar situations in the past	Observe or handle evidence to ask simple questions about the past Observe or handle evidence to find answers to simple questions about the past Choose and select evidence and say how it can be used to find out about the past	Use a range of sources to find out about the past Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information Gather more detail from sources such as maps to build up a clearer picture of the past Regularly address and sometimes devise own questions to find answers about the past Begin to undertake their own research	Recognise when they are using a primary or secondary source of evidence to investigate the past Use a wide range of evidence to collect information about the past such as pictures, artefacts, documents, posters, online materials, historic statues, sculptures and sites. Select relevant sections of information to address historically valid questions and construct detailed, informed responses Investigate their own lines of enquiry by posing historically valid questions to answer			
Knowledge and understanding of Events, People and changes in the past	<u>Change & continuity</u> Know some similarities and differences between things in the past and now,	<u>Change & Continuity</u> Recognise similarities and differences between the past and the present <u>Cause & Consequence</u> Recognise why people did things, why events happened and what happened as a result	<u>Change & Continuity</u> Note key changes over time and be able to give reasons for those changes Describe / make links between main events, situations and changes within and across different periods / societies	<u>Change & Continuity</u> Note key changes over time and be able to give reasons for those changes Describe / make links between main events, situations and changes within and across different periods / societies Find out about everyday life of people in time studied compared to life today <u>Cause & Consequence</u>			

	<p>drawing on their experiences and what has been read in class</p> <p><u>Cause & Consequence</u> Question why things happen and give explanations</p> <p><u>Similarity & Difference</u> Compare and contrast characters from stories, including figures from the past</p> <p><u>Historical significance</u> Begin to make sense of their own life story and family history Talk about the lives of the people around them and their roles in society</p>	<p><u>Similarity & Difference</u> Identify similarities and differences between ways of life in different periods</p> <p><u>Historical significance</u> Know and recount episodes from stories and significant events in history Describe significant individuals from the past</p>	<p>Find out about everyday life of people in time studied compared to life today</p> <p><u>Cause & Consequence</u> Identify and give reasons for, results of, historical events, situations and change</p> <p><u>Similarity & Difference</u> Describe social, cultural, religious and ethnic diversity in Britain and the wider world</p> <p><u>Historical significance</u> Explain how people and events in the past have influenced life today Identify key features, aspects and events of the time studied Identify historically significant people and events in situations</p>	<p>Identify and give reasons for, results of, historical events, situations and change</p> <p><u>Similarity & Difference</u> Describe social, cultural, religious and ethnic diversity in Britain and the wider world</p> <p><u>Historical significance</u> Explain how people and events in the past have influenced life today Identify key features, aspects and events of the time studied Identify historically significant people and events in situations</p>
Communicate Historically	<p>Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Show an understanding of historical terms e.g. past, present, remembrance, government, Victorian era Talk and write about things from the past Use historical vocabulary to retell simple stories about the past Use drama and role play to communicate their knowledge about the past</p>	<p>Use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer</p> <p>Present, communicate and organise ideas about the past using models, role play and different writing genre including letters, recounts, poems, adverts diaries posters and guides</p> <p>Start to present ideas based on their own research about a period studied</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms e.g. democracy, civilisation, social, political, economic, cultural and religious</p> <p>Present, communicate and organise ideas about the past using detailed discussions and debates, writing styles such as, myths, instructions, accounts, diaries, letters, news reports</p> <p>Plan and present a self-directed project or research about the studied period</p>