

St. Bega's Catholic Primary School

'Love one another as I have loved you.'



History

Engage, Model, Connect, Secure.



Progression and Sequence of Core Knowledge: History

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	Understanding	<p>Know the difference between old and new.</p> <p>Remember and talks about significant times or events in their lives (birthdays, family celebrations, holidays).</p> <p>Begin to make sense of their own life history.</p>	<p>Know the difference between old and new, dirty or worn.</p> <p>Know the difference between long ago and now.</p> <p>Compare old and new objects/ artefacts.</p> <p>Begin to appreciate that their life is different to the lives of people in the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Recognise that familiar objects we have today would have been different in the past, i.e., telephone.</p>	<p>Describe memories and changes that have happened in their own lives.</p> <p>Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.</p>	<p>Use appropriate dates and chronological conventions, e.g., BC, BCE, and AD.</p> <p>Understand that significant discoveries or inventions changed the lives of people, e.g., the wheel or iron ore.</p>	<p>Appreciate that some historical events/periods occurred concurrently in separate locations, e.g., Indus Valley and Ancient Egypt.</p> <p>Understand that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</p>	<p>Describe connections. contrasts and trends over short and longer time periods.</p> <p>Know and describe in some detail the main changes to an aspect in a period of history being studied.</p>	<p>Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p>
	Using a Timeline Ordering events	<p>Order 3 simple events from a story.</p>	<p>Be able to put up to two artefacts or events in order.</p>	<p>Begin to appreciate what a timeline is by looking at a timeline over the past 10 years.</p> <p>Create a simple timeline to capture recent events.</p>	<p>Order a few events and artefacts from the recent past.</p>	<p>Start using a timeline that identifies different centuries.</p> <p>Put artefacts or information in chronological order from periods studied.</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p>	<p>Have a secure understanding of a British timeline that extends from the Stone Age to the present day.</p> <p>Know and sequence key events of time studied, using dates accurately.</p>	<p>Use timelines to place events, periods, and cultural movements from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion, and society.</p>

	Vocabulary	Begin to understand the language of the passing of time, this morning, afternoon, at the weekend, yesterday.	Use words like yesterday, last week, old and new.	Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after.	Use words and phrases: century, decade.	Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.	Describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.
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Communicating History	Talk about events that have happened in their lives. Begin to draw simple pictures of an event in their lives and talk to an adult about it. Begin to answer questions such as how, when and why.	Talk about the lives of people around them and their roles in society. Talk, draw and write to show ideas/communicate understanding. Begin to sequence pictures to show time order.	Tell stories about the past, including role-play. Talk, draw or write (reports, labelling, simple recount) about aspects of the past. Begin to use ICT to communicate and understand facts.	Make labelled drawings, tables and writes sentences, speaking (including in drama) and uses ICT to begin to show ideas. Present historical information in a simple nonchronological report, independent writing, chart, structural model, fact file, quiz, story, or biography.	Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama.	Communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Construct own responses, beginning to select and organise relevant Historical information.	Record and communicate knowledge in different forms - work independently and in groups showing initiative.	Select and organise information to produce structured work, making appropriate use of dates and terms.

	Sources and Evidence			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 a period. Comment on the usefulness and accuracy of different sources of evidence.	Understand the difference between primary and secondary sources of evidence.	Recognise when they are using primary and secondary sources of information to investigate the past. Provide an account of a historical event based on more than one source.	Bring knowledge gathered from several sources together in a fluent account.
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Historical Enquiry	<p>Talk about events that have happened in their lives.</p> <p>Begin to draw simple pictures of an event in their lives and talk to an adult about it.</p> <p>Begin to answer questions such as how, when and why.</p>	<p>Ask questions or make remarks about illustrations in a book they are reading which may be set in the past.</p> <p>Begin to recognise that characters in a book they know acted as they did because it was a long time ago.</p>	<p>Who? Where? When? Why?</p> <p>Respond to simple questions about the past.</p> <p>Offer an opinion as to why something may have happened in the past and why they know</p> <p>Explore events, look at pictures and ask questions e.g. "Which things are old, and which are new?" or "What were people doing?"</p>	<p>Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?' 'how long ago did happen?'</p> <p>Begin to understand the reasons why people in the past acted as they did from a range of sources.</p>	<p>Pose own questions to gain an understanding of the topic.</p> <p>Observe and use pictures, photographs, and artefacts to find out about the past.</p>	<p>Generate purposeful questions.</p> <p>Begin to talk about the impact of a past action on our lives today.</p> <p>Talk about similarities and differences between contrasting times in the past according to the periods of history studied.</p>	<p>Begin to use questions to understand significant events.</p> <p>Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context.</p>	<p>Form own opinions about historical events from a range of sources.</p> <p>Identify significant events, make connections, draw contrast and analyse trends.</p> <p>Investigate own lines of enquiry by posing historically valid questions to answer.</p>

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Thinking like a Historian	<p>Look at or touch objects from the past and comment on appearance with adult prompts.</p>	<p>Give a reason for why something has changed between now and the past.</p> <p>Look at or touch objects from the past and comment on appearance.</p> <p>Recognise that the past is different from today.</p>	<p>Begin to identify and recount historic details from the past from sources e.g., pictures/stories .</p> <p>Begin to understand that an invention can sometime have a positive impact on an artefact we use every day, for example, television.</p> <p>Talk about some people and events that they have studied and give reasons for their actions.</p>	<p>Appreciate the people in the past who have contributed to national and international achievements.</p> <p>Begin to reflect on the significance of what has been learnt from the past.</p>	<p>Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied.</p> <p>Explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>Look at more than two versions of the same event or story in history and identify differences.</p>	<p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p>