

St Joseph's Catholic Primary School History Progression Document.

	EYFS	KS1	LKS2	UKS2
Content Overview	<p>Early learning goals.</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history <p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • 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 • significant historical events, people and places in their own locality. 	<p><i>Changes in Britain from the Iron Age to the Stone Age.</i></p> <p><i>Britain's settlement by Anglo-Saxons and Scots.</i></p> <p><i>A non-European society that provides a contrast with British history.</i></p> <p><i>Achievements of the earliest civilizations.</i></p> <p><i>A study of Ancient Greek life and their influence on the wider world.</i></p> <p><i>Henry VIII and the reformation</i></p>	<p><i>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p>

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Chronology	<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in lives of family members. • Understand how to order and sequence familiar events 	<ul style="list-style-type: none"> • Develop then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. • Know where people, places and events fit into a broad chronological framework. • Begin to use dates. 	<ul style="list-style-type: none"> • Continue to develop secure chronological knowledge and understanding of history, local, British and world. • Put events, people, places and artefacts on a timeline. • Note connections and trends over time 	<ul style="list-style-type: none"> • Develop increasingly secure chronological knowledge and understanding of history, local, British and world. • Put events, people, places and artefacts on a timeline. • Use correct terminology to describe events in the past. • Use greater depth and range of knowledge
Historical Term	<ul style="list-style-type: none"> • Recount an event, verbally and written. • Children represent their own ideas, thoughts and feelings. 	<ul style="list-style-type: none"> • Develop the use of a wide vocabulary of historical terms, such as: a long time ago, similar, different, modern, ancient, century. When... where... 	<ul style="list-style-type: none"> • Develop the use of appropriate subject terminology, such as: conquest, continuity, significance, 	<ul style="list-style-type: none"> • Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.
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	<ul style="list-style-type: none"> • They answer 'how' and 'why' questions about their experiences and in response to stories and events. • Sort artefacts 'old' and 'new' • Ask appropriate questions • Know that information can be retrieved from a book 	<ul style="list-style-type: none"> • Ask and begin to answer questions about events. (e.g. When? What happened? What was it like...? Why? Who was involved?) • Understand some ways we find out about the past. (e.g. artefacts, pictures) • Chose and use parts of stories and other sources to show understanding of events. • Communicate understanding of the past in a variety of ways. 	<ul style="list-style-type: none"> • Ask and answer questions about the past, considering aspects of change, cause, similarity, difference and significance. • Know where we might find answers to questions considering a range of sources. • Understand that knowledge about the past is constructed from a variety of sources. • Construct informed resources by selecting and organising relevant historical data 	<ul style="list-style-type: none"> • Devise, ask and answer more relevant questions about the past considering key concepts in history. • Select sources independently and give reasons for choices. • Analyse a range of source material to promote evidence about the past. • Construct and organise responses by selecting and organising relevant historical data.
Interpreting History	<ul style="list-style-type: none"> • Know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Identify different ways that the past is represented. (e.g. fictional accounts, illustrations, films, songs, museum displays.) 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist and begin to suggest reasons for this. 	<ul style="list-style-type: none"> • Understand that the past is represented and interpreted in different ways and give reasons for this.

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Continuity and Change	<ul style="list-style-type: none"> • Develop an understanding of growth and changes over time in their own and others' lives. • Recognise similarities and differences 	<ul style="list-style-type: none"> • Identify similarities and differences between ways in life in different times, including their own lives. 	<ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within and across different periods and societies 	<ul style="list-style-type: none"> • Describe and make links between main events, situations and changes within and across different periods of time and societies. • Use a greater depth of historical knowledge
Causes & consequences	<ul style="list-style-type: none"> • Ask why things happen and give explanations. 	<ul style="list-style-type: none"> • Recognise why people did things. • Recognise why some events happened. • Recognise what happened as a result of people's actions. 	<ul style="list-style-type: none"> • Identify and give reasons for the results of historical events, situations and changes. 	<ul style="list-style-type: none"> • Identify and explain the reasons for the results of historical events, situations and changes.
Similarities & differences	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> • Know the differences and similarities between themselves and others 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events and beliefs within a society. 	<ul style="list-style-type: none"> • Through simple observations describe some of the similarities and differences between different periods. (e.g. social, belief, local, individual) 	<ul style="list-style-type: none"> • Through knowledge and research show understanding of some of the similarities and differences between different periods. (e.g. social, belief, local, individual)

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Significance	<ul style="list-style-type: none"> Describe an event or special time within their lives that they have observed. 	<ul style="list-style-type: none"> Recognise and make simple observations about who was important in a historical event 	<ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations 	<ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others.
	EYFS	KS1	LKS2	UKS2
Indicators of Greater depth	<ul style="list-style-type: none"> They can ask questions about past events or the lives of people in their family? They can begin to use more than one source of information to bring together a conclusion about an historical event? 	<ul style="list-style-type: none"> They can ask relevant questions using a range of artefacts/ photographs provided? They can find out more about a person or event from the past through their own research? They can research two versions of an event and say how they differ? They can research the past using multiple sources and summarise the key points? Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing? 	<ul style="list-style-type: none"> They can begin to use more than one source of information to bring together a conclusion about an historical event? They can research two versions of an event and say how they differ? 	<ul style="list-style-type: none"> They can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? They can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?