

Progression in History



	EYFS	KS1	LKS2	UKS2
Content Overview	<p><u>Topics taught</u></p> <p>Nursery</p> <ul style="list-style-type: none"> • Myself • Seasons • Colour & Shape • Houses & Homes • Minibeasts <p>Reception</p> <ul style="list-style-type: none"> • Myself • Seasons • Houses & Homes • Animals • Plants • Hot and Cold 	<p>Changes within living memory (Toys Past and Present)</p> <p>Events beyond living memory that are significant nationally or globally (Gunpowder Plot / Great Fire of London)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Explorers / Nurses)</p> <p>Significant historical events, people and places in their own locality. (Railways / Joseph Pease)</p>	<p><u>Ancient History</u></p> <p>Changes in Britain from the Iron Age to the Stone Age.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>A non-European society that provides a contrast with British history.</p> <p>Achievements of the earliest civilizations.</p> <p>A study of Ancient Greek life and their influence on the wider world.</p> <p>A local history study</p>	<p><u>Modern History</u></p> <p>The Changing Power Of The Monarchy</p> <p>Henry VIII and Tudor England</p> <p>Crime And Punishment</p> <p>Victorian Britain</p> <p>World War II</p> <p>Conflict Through Time</p>
Chronology	<p>Understanding of changes in their own lifetime personal timeline.</p>	<p>Develop then demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where people, places and events fit into a broad chronological framework.</p> <p>Being to use dates.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</p> <p>Put events, people, places and artefacts on a timeline.</p> <p>Use correct terminology to describe events in the past.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</p> <p>Put events, people, places and artefacts on a timeline.</p> <p>Use correct terminology to describe events in the past.</p> <p>Use greater depth and range of knowledge.</p>
Historical Terms	<p>Recount an event, verbally and written.</p> <p>Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories</p>	<p>Develop the use of a wide vocabulary of historical terms, such as: a long time ago, recently, when my...were younger, years, decades, centuries.</p>	<p>Develop the use of appropriate subject terminology, such as: civilisation, monarch.</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p>

Historical Enquiry	<p>They answer 'how' and 'why' questions about their experiences and in response to stories and events.</p> <p>Sort artefacts 'old' and 'new'</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. artefacts, pictures)</p> <p>Chose 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>Ask and answer questions about the past, considering aspects of change, cause, similarity, 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>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 responses by selecting and organising relevant historical data.</p>
Interpreting History	<p>Know that information can be retrieved from books and computers.</p>	<p>Identify different ways that the past is represented. (e.g. fictional accounts, illustrations, films, songs, museum displays.)</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p>
Continuity and change	<p>Talk about events in their own experiences that are important to them.</p>	<p>Discuss change and continuity in an aspect of life. (e.g. holidays)</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies. Use greater depth of historical knowledge.</p>
Cause & Consequences	<p>Know and recount episodes from their own past.</p>	<p>Recognise why people did things.</p> <p>Recognise why some events happened.</p> <p>Recognise what happened as a result of people's actions.</p>	<p>Identify and give reasons for historical events, situations and changes.</p> <p>Identify some of the results of historical events, situations and changes.</p>	<p>Begin to offer explanations about why people in the past acted as they did.</p>
Similarities & Differences	<p>Recognise the difference between past and present in their own lives.</p>	<p>Identify similarities and differences between ways in life in different periods, including their own lives.</p>	<p>Describe some of the similarities and differences between different periods. (e.g. social, belief, local, individual)</p>	<p>Show understanding of some of the similarities and differences between different periods. (e.g. social, belief, local, individual)</p>
Significance	<p>Can talk about some of the things they have observed.</p>	<p>Recognise and make simple observations about who was important in a historical event/account.</p>	<p>Identify and begin to describe historically significant people and events in situations.</p>	<p>Give reasons why some events, people or developments are seen as more significant than others.</p>