



West Heslerton C of E Primary School
History Curriculum Progression

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	<p>Nursery: Have I developed an understanding of growth, decay and changes over time?</p> <p>Can I comment and ask questions about aspects of the familiar world such as the place where I live or the natural world?</p> <p>Can I bring in photographs, videos, visitor?</p> <p>Can I remember memories of special events e.g. make a book, video, photos?</p> <p>Can I share stories about people from the past who have an influence on the present?</p> <p>Reception: Can I use talk to organise, sequence & clarify thinking, ideas, feelings & events?</p> <p>Can I articulate ideas & thoughts in well-formed sentences?</p> <p>Can I ask questions to find out more & to check understanding of what has been said?</p>	<p>Can I use pictures or artefacts to find out about the past?</p> <p>Can I explain what an object from the past might have been used for?</p>	<p>Can I use books and the internet to find out more information about the past and know that there are different types of evidence sources?</p> <p>Can I compare versions of a past event and distinguish between fact and fiction?</p>	<p>Can I identify differences between two versions of the same event?</p>	<p>Can I investigate different accounts of historical events and explain why they might be different?</p>	<p>Can I find and analyse a wide range of evidence about the past?</p> <p>Can I start to understand the difference between primary and secondary evidence and the impact of this on reliability?</p>	<p>Can I use a range of evidence to offer some clear reasons for different interpretations of events, considering accuracy and reliability?</p> <p>Can I research how people in the past represent events or ideas in a way that may persuade others?</p> <p>Can I begin to evaluate the usefulness of different sources?</p>

<p style="text-align: center;">Historical Investigations</p>	<p><u>Nursery:</u> Can I question why things happened & give explanations?</p> <p>Can I understand why and how questions?</p> <p>Can I ask who, what, when & how?</p> <p><u>Reception:</u> Can I ask questions to find out more & to check understanding of what has been said?</p> <p>Do I understand questions such as who, why, when, where & how?</p> <p>Do I understand a range of complex sentence structures including tense markers?</p> <p>Can I engage in non-fiction books?</p>	<p>Can I ask and answer questions about old and new objects?</p>	<p>Can I choose sources and select evidence to say how it can be used to find out about the past?</p>	<p>Can I begin to use research skills and a range of sources independently to find answers to specific historical questions?</p> <p>Can I use research in order to find similarities and differences between two or more periods of history?</p>	<p>Can I research what it was like in a given period of history and present my findings to an audience?</p>	<p>Can I use a wide range of different sources to collect evidence about the past?</p>	<p>Can I select relevant sections of information to address historically valid questions (some posed by myself), constructing detailed, informed responses?</p>
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<p>Chronological understanding</p>	<p><u>Nursery:</u> Can I retell past events in correct order?</p> <p>Can I use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences?</p> <p>Do I remember & talk about significant times or events for family & friends?</p> <p>Can I begin to make sense of own life-story & family's history?</p> <p><u>Reception:</u> Can I use talk to organise, sequence and clarify thinking and events?</p> <p>Can I compare & contrast characters from stories, including figures from the past?</p> <p>Can I comment on images of familiar situations in the past?</p>	<p>Can I use words and phrases like: before, after, then, now, old, new?</p> <p>Can I explain how I have changed since I was born and describe some memories and changes in my own life?</p>	<p>Can I use words and phrases like: past, present, earliest, latest, future, century, newest, oldest, modern?</p> <p>Can I sequence dates, pictures, artefacts and events?</p>	<p>Can I use a timeline within a specific period of history to set out the order that things may have happened?</p> <p>Do I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)?</p>	<p>Can I plot events on a timeline using centuries?</p> <p>Can I use a timeline, including when dates are further apart, related to the unit being studied and passing of time?</p>	<p>Can I order an increasing number of significant events, movements and dates on a timeline?</p> <p>Can I understand and describe the main changes to an aspect in a period in history?</p> <p>Can I draw a timeline with different historical periods showing key historical events or lives of significant people?</p>	<p>Can I describe in some detail the main changes to an aspect in history?</p>
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Knowledge and Understanding of Events, People and Changes in the Past	<p><u>Nursery:</u> Can I retell past events in correct order?</p> <p>Can I use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences?</p> <p>Do I remember & talk about significant times or events for family & friends?</p> <p>Can I begin to make sense of own life-story & family's history?</p> <p><u>Reception:</u> Can I use talk to organise, sequence and clarify thinking and events?</p> <p>Can I compare & contrast characters from stories, including figures from the past?</p> <p>Can I comment on images of familiar situations in the past?</p>	<p>Can I recognise that some objects belonged in the past?</p> <p>Can I spot old and new things in a picture?</p> <p>Can I name someone famous from the past and why they are important?</p>	<p>Can I recount the life of someone famous from the past?</p> <p>Can I explain what a famous person in the past did to make the world a better place?</p> <p>Can I recognise some similarities and differences between the past and the present?</p>	<p>Can I describe key events, aspects and features of the time studied, using dates when things happened?</p> <p>Can I find out about the everyday lives of people in time studied and compare it with life today?</p>	<p>Can I identify key changes over a period of time and give reasons for those changes?</p> <p>Can I explain how historic events and artefacts can be used to help build up a picture of life in the past?</p> <p>Can I explain how an event from the past has shaped our life today?</p>	<p>Can I identify and note connections and trends over time explaining which things have changed and which have stayed the same?</p> <p>Can I describe key features of the past including attitudes, beliefs and everyday lives?</p>	<p>Can I identify and note connections, contrasts and trends over time explaining similarities and differences between periods of history?</p> <p>Can I examine the causes and results of great events and the impact they had?</p> <p>Can I describe a key event from the past using a range of evidence from different sources?</p>
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<p style="text-align: center;">Presenting, Organising and Communicating</p>	<p><u>Nursery:</u> Do I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p> <p>Do I understand and use vocabulary such as: how, why, because?</p> <p>Do I understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? Because?</p> <p><u>Reception:</u> Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p> <p>Can I understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain?</p>	<p>Can I talk about and draw things from the past?</p>	<p>Can I use historical vocabulary to write about the past?</p> <p>Can I communicate knowledge about the past in a variety of ways (eg drama/role play)?</p>	<p>Can I use and understand appropriate historical vocabulary to communicate information?</p> <p>Can I present, communicate and organise ideas about the past eg diagrams, drama, diaries, posters?</p>	<p>Can I start to present ideas based on my own research about a period studied?</p> <p>Can I present, communicate and organise ideas about the past using different genres of writing?</p>	<p>Can I present, communicate and organise ideas about the past?</p> <p>Can I know and show a good understanding of dates, historical vocabulary and historical terms?</p>	<p>Can I communicate and organise information about the past and present to an audience?</p> <p>Can I plan and resent a self-directed project or research?</p>
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Generic Historical Vocabulary	today, yesterday, tomorrow, present, now, then, past, present, day, week, month, year, long ago, old, new, recent, family history, family tree, order.	year, decade, century, 1960's etc ancient, modern, timeline, date order	Research, Evidence, Historians, Archaeologists, Artefacts, diary, Primary sources, Opinion. Why? What? Where? When? How?	Chronological order, Era, period, BCE, CE, BC, AD, Millennium, Thousands of years, Prehistory	Legacy, Archaeology, Sources, Significance, Change, continuity, First hand evidence, Second hand evidence, Oral history, Myths and legends, museum	Could have been... Might have been.... Infer, suggest, My conclusion is that.....	This source suggests that..... This source doesn't show that..., Reliable, unreliable, legacy
Topic Vocabulary	<p><u>Changes within living memory</u> Me, Parent, Grand Parent, Great Grand Parent, Change, Memory, Remember</p> <p><u>Gunpowder Plot</u> Guy Fawkes, Robert Catesby, King James I, Gunpowder, Remembered,</p> <p><u>Ernest Shackleton</u> Sailor, Captain, Travelled</p>	<p><u>Autumn A 1st half</u> <u>Changes within living memory</u> Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember</p> <p><u>Autumn A 2nd half</u> <u>Gunpowder Plot</u> Guy Fawkes, Guido, Parliament, Robert Catesby, King James I, Government, Gunpowder, Unsuccessful, Traitor, Remembered,</p>	<p><u>Autumn A</u> <u>WWI</u> Flanders Field Trench Sandbag No man's land</p>	<p><u>Autumn A</u> <u>WWI</u> Armistice Day Conflict Defence German</p>	<p><u>Autumn A</u> <u>WWI</u> Armistice Day Conflict Defence German</p>	<p><u>Autumn A</u> <u>Black History Month</u> Oppression Discrimination Prejudice Civil Rights Abolish/abolition Equality Racism Freedom Integration Segregation stereotype</p>	<p><u>Autumn A</u> <u>Black History Month</u> Oppression Discrimination Prejudice Civil Rights Abolish/abolition Equality Racism Freedom Integration Segregation stereotype</p>

		<p><u>Spring A 1st half</u> Living memory, beyond living memory, same, different, moving parts, material, electronic, Penny farthing, longboat, cart, Amelia Earhart, locomotive.</p> <p><u>Spring A 2nd half</u> Antarctic, different, explorer, voyage, Ernest Shackleton, exploration, discovery, unknown, sailor, Captain, location, travelled, Christopher Columbus</p>	<p><u>Spring A</u> Ancient Greece Olympic games Sparta Greece Spartans Athens Athenians Alpha Alexander the Great Empire Gods (Zeus, Apollo etc)</p>	<p><u>Spring A</u> Ancient Greece Democracy Olympic games Sparta Greece Spartans Athens Athenians Alpha Beta Gamma Delta Alexander the Great Empire Gods (Zeus, Apollo etc)</p>	<p><u>Spring A</u> Ancient Greece Democracy Olympic games Sparta Greece Spartans Athens Athenians Alpha Beta Gamma Delta Alexander the Great Empire Gods (Zeus, Apollo etc)</p>	<p><u>Spring A</u> Medieval Middle Ages Tudors Stuarts Georgians Victorians] 20th Century</p>	<p><u>Spring A</u> Medieval Middle Ages Tudors Stuarts Georgians Victorians] 20th Century</p>
		<p><u>Summer A</u> Palaeontologist, bones, fossils, footprints, prehistoric, extinct, omnivore, herbivore, carnivore, excavate.</p>	<p><u>Summer A</u> Monarchy King Queen Royal Family Decisions Heir to the Throne</p>	<p><u>Summer A</u> Monarchy King Queen Royal Family Decisions Heir to the Throne Reign, monarchy, government, political, Magna Carta, rights, subjects</p>	<p><u>Summer A</u> Monarchy King Queen Royal Family Decisions Heir to the Throne Reign, monarchy, government, political, Magna Carta, rights, subjects</p>	<p><u>Summer A</u> Ancient Egypt Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen</p>	<p><u>Summer A</u> Ancient Egypt Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen</p>

		<p><u>Autumn B 1st half</u> Changes within living memory Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember</p> <p><u>Autumn B 2nd half</u> Gunpowder Plot Guy Fawkes, Guido, Parliament, Robert Catesby, King James I, Government, Gunpowder, Unsuccessful, Traitor, Remembered,</p>	<p><u>Autumn B</u> Anglo-Saxons and Scots Settlement Long ships Scots King Arthur Invasion Raiding Wessex Kingdoms/Shires Kent</p>	<p><u>Autumn B</u> Anglo-Saxons and Scots Gaelic Invasion Conquest Thane Sutton Mercia East – Anglia Northumbria</p>	<p><u>Autumn B</u> Anglo-Saxons and Scots Gaelic Invasion Conquest Thane Sutton Mercia East – Anglia Northumbria</p>	<p><u>Autumn B</u> Mayan Civilization Haab' calendric Chichen Itza Cocoa Pyramid Hieroglyphics Stele (stela) monument Tzolk'in Spiel Mexico Guatemala Calendars Civilisation</p>	<p><u>Autumn B</u> Mayan Civilization Haab' calendric Chichen Itza Cocoa Pyramid Hieroglyphics Stele (stela) monument Tzolk'in Spiel Mexico Guatemala Calendars Civilisation</p>
		<p><u>Spring B 1st half</u> Living memory, beyond living memory, same, different, moving parts, material, electronic, Penny farthing, longboat, cart, Amelia Earhart, locomotive.</p> <p><u>Spring B 2nd half</u> Antarctic, different, explorer, voyage, Ernest Shackleton, exploration, discovery, unknown, sailor, Captain, location, travelled, Christopher Columbus</p>	<p><u>Spring B</u> Roman Empire Rise Fall Julius Caesar Coliseum Emperor Chariot Rome</p>	<p><u>Spring B</u> Roman Empire Achievement Invasion Barbarian Emperor Gladiator Hadrian's Wall Boudica</p>	<p><u>Spring B</u> Roman Empire Achievement Invasion Barbarian Emperor Gladiator Hadrian's Wall Boudica</p>	<p><u>Spring B</u> Vikings and Anglo-Saxons Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse</p>	<p><u>Spring B</u> Vikings and Anglo-Saxons Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse</p>

		<u>Summer B</u> Palaeontologist, bones, fossils, footprints, prehistoric, extinct, omnivore, herbivore, carnivore, excavate.	<u>Summer B</u> Changes from Stone Age to Iron Age Ancestors Tribe Hunter gatherers Bronze/iron/stone age Skara Brae Hillfort Conquest Emperor Hadrian Stonehenge	<u>Summer B</u> Changes from Stone Age to Iron Age Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara Brae Hillfort Conquest Briton Emperor Hadrian Stonehenge	<u>Summer B</u> Changes from Stone Age to Iron Age Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara Brae Hillfort Conquest Briton Emperor Hadrian Stonehenge	<u>Summer B</u> Whitby Local history Monastery Expedition Smuggling Port Abbey Ruins	<u>Summer B</u> Whitby Local history Monastery Expedition Smuggling Port Abbey Ruins
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