



Kingsland CE Primary School

History Curriculum Progression



Curriculum Area	Class 1	Class 2	Class 3	Class 4	Class 5
	<p>ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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>National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	

Chronological knowledge and understanding	<p>DM Begin to make sense of their own life-story and family's history.</p> <p>ELG Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop an awareness of the past using common words and phrases relating to the passing of time • Know where the people and events they study fit within a chronological framework 		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history • Establish clear narratives within and across periods study • Note connections, contrasts and trends over time 	
	<p>Understand and use the words Now and Then, A long time ago, Before and After. <i>When I was a baby/at nursery. Before I started school.....</i></p>	<ul style="list-style-type: none"> • Understand and use the words past and present • Use everyday words and phrases to describe the passing of time, such as 'over three hundred years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time) • Sequence events and changes in their own lifetime • Understand how to sequence (using basic timelines) events and artefacts such as objects or photographs • Realise that we use dates to describe events in time e.g. 1666 for the Great Fire of London • Sequence more than one historical event and change in the past 	<ul style="list-style-type: none"> • Understand and use the term century and name specific dates • Understand what a timeline is • Understand that a timeline can be divided into BC and AD/CE • Name the century and dates of significant events from the past that they know about • Understand the importance of a scale when using a timeline • Use historical words and phrases to describe the passing of time including dates and decades • Sequence parts of more complex story where action takes place over a period of time 	<ul style="list-style-type: none"> • Develop a timeline using an appropriate scale • Use previous learning to inform my timeline scale • Use a timeline to place events they have found out about • Understand that the past can be divided into time periods • Place events in history approximately in the right place on a time line 	<ul style="list-style-type: none"> • Describe the main changes within a period of history (political, technological and cultural) • Place historical events and time periods accurately on a timeline • Describe the main changes within a period of history and over different periods of history • Use a timeline to demonstrate changes and developments in culture and technology

Historical terms		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Develop the appropriate use of historical terms 		
	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum, recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, timeline	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum, recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, timeline	century, BC/AD/CE, in the ...century, in the ...decade, first-hand account, date, time period, Roman times etc., chronology, chronologically, change, monarchy, parliament, democracy, war, warrior, mythology, nomadic, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eyewitness, primary source, secondary source, enemies, reasons, reliable source, timeline (line of) enquiry, conclusion, evaluate, city-state, Mayans, Neolithic Age, Paleolithic age, hunter-gatherer, fossil, Iron Age, Stone Age, hillfort, roundhouses	change, evacuation, blitzkrieg, blackout, rationing, conscription, compulsory, propaganda, civilization, era, consequence, culture, ancient, hieroglyphic, perspective, empathy, pyramid	continuity, legacy, political, social, cultural, empire, government, dynasty, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration, unemployment, crusade, appeasement, preparation, censorship, allowances, information, Labour, Conservatives, Liberals, reform, poverty, campaign, Suffragists, Emmeline Pankhurst, equality, alliance, merchant	
Historical enquiry - using and assessing evidence / communicating ideas	DM Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Ask and answer questions Choose and use parts of stories and other sources to show that they know and understand key features of events 		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information 		
	Concepts that underpin all historical enquiry					
		Continuity and Change in and between periods Identify similarities / differences between ways of life at different times that have been studied		Continuity and Change in and between periods Describe / make links between main events, situations and changes within and across different periods/societies that have been studied		

		Cause and Consequence Recognise why people did things, why events happened and what happened as a result		Cause and Consequence Identify and give reasons for, results of, historical events, situations, changes	
		Similarity and difference within a period/ situation Make simple observations about different types of people, events, beliefs within a society		Similarity and difference within a period/ situation Describe social, cultural, religious and ethnic diversity in Britain & the wider world	
		Significance of events and people Talk about who was important e.g. in a simple historical account		Significance of events and people Identify historically significant people and events in situations	
		<ul style="list-style-type: none"> Ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?) Start to answer questions about the past using evidence to help them Share what they have found out by telling someone Show what they have learnt through drawings, models, art, photographs and drama Recount an event 	<ul style="list-style-type: none"> Know what a historical question looks like Use evidence to start to generate their own questions about the past Confidently use evidence to help them answer questions about the past Follow a line of historical enquiry given to them by their teacher Orally retell an event from the perspective of having been there Present to others what they have found out Write a report, diary entry etc. of an event from the perspective of having been there 	<ul style="list-style-type: none"> Devise their own historical questions Choose suitable sources of evidence for their historical enquiry and use them to support their answers Choose reliable sources of evidence to help them answer questions giving reasons for their choices Communicate different viewpoints (orally and written) Organise a presentation about a historical event, person or source and answer questions about it 	<ul style="list-style-type: none"> Analyse, evaluate and refine their own questions Follow their own line of historical enquiry Use sources of information to form testable hypotheses about the past Choose reliable sources of evidence to help them to answer questions realising that there is often not a single answer to historical questions Adapt and refine their line of enquiry Use their historical understanding and empathy to communicate their ideas Organise a presentation about a historical event, person or source and lead a discussion
Interpretations of history		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented 		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 	
	Understanding the difference between long ago	<ul style="list-style-type: none"> Know what a source is Use books, stories, photographs, websites, pictures, objects, 	<ul style="list-style-type: none"> Use multiple sources to find out information 	<ul style="list-style-type: none"> Know the difference between a primary and secondary source 	<ul style="list-style-type: none"> Give clear reasons why there may be different accounts of history

	<p>and present day through topic e.g. Pirates Space i.e. first man on the moon Homes Before electricity</p>	<p>historical visits to help them find out about the past</p> <ul style="list-style-type: none"> • Use more than one type of source to find out about an event or a person from the past • Understand how to use evidence to find out about the past 	<ul style="list-style-type: none"> • Evaluate sources in terms of their usefulness • Look at two versions of the same event in history and identify differences in the accounts • Know how to use clues to find out about the past 	<ul style="list-style-type: none"> • Identify a primary and secondary source and say which is more reliable 	<ul style="list-style-type: none"> • Choose reliable sources of evidence and give reasons for their decision • Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history
<p>Further Historical Vocabulary</p>	<p>now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline</p>	<p>century, BC/AD/CE, civilisation, in the ...century, in the ...decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate</p>	<p>change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration</p>		