

Progression in History

Lighting up a love of learning

End of Year Expectations

History Curriculum Intent

‘A people without knowledge of their past history, origin and culture is like a tree without roots’

Marcus Mosiah Garvey

Our history curriculum enables pupils to gain a developing knowledge and understanding of Britain’s past and that of the wider world and inspire pupils’ curiosity to know more about the past. As our pupil’s progress, they will become equipped to ask perceptive questions, think critically, develop perspective and judgement, enabling them to debate and provide justification for their explanations and reasoning. We want pupils to have a developing understanding of the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time living in Modern Britain. Therefore, being able to identify the impact of history and historical events on the how we live today.

EYFS	Development Matters 2 year-olds will be learning to:	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
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Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children’s early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child’s level of development and make informed decisions about what a child needs to learn and be able to do next.

Communication	<ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about ‘who’, ‘what’ and ‘where’ 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail Engage in non-fiction books 	<p>Speaking:</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Understanding the World	<ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. 	<ul style="list-style-type: none"> Begin to make sense of their own life story and family’s history. Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. 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 the 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. <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 1 pupils should be taught about:

- ♣ 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ♣ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ♣ significant historical events, people and places in their own locality.

Chronological Understanding	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<p>Sequence photographs from different parts of their life. Match objects to people of different ages.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Recognise the difference between past and present in their own and others’ lives.</p> <p>Describe an event or family member from their past that is important to remember.</p>	<p>Know and recount episodes from their own and others’ past, saying why it happened.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>I understand the past through characters and events in books and storytelling.</p>	<p>Talk about some similarities and differences between things in the past and now.</p> <p>Talk about familiar situations from the past, looking at photos of the school and locality.</p> <p>Talk about the roles people have in my community.</p> <p>Share and retell traditional stories from the past.</p>

	Chronological Understanding	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
Year 1	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Place known events and objects in chronological order (timeline).</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>Uses information to describe differences between then and now in history.</p> <p>On a local area walk, identify old and new buildings e.g. phone box, new house. Identify some similarities and differences between ways of life in different periods.</p> <p>Explore the differences between past and present e.g. early and modern toys. Discover how things have changed over time. (toys). Recall some facts about people/events before living memory.</p> <p>Tell the difference between past and present in their own life time. e.g. between their own lives and those of people their grandparents' age.</p> <p>The children can identify relevant features of particular historical themes, events and people from family in our own locality E.g. piers (Burnham, Weston Grand and Birnbeck), pier fires, SS Nornen (Shipwreck), Burnham Lighthouse.</p>	<p>To begin to identify different ways to represent and find out about the past e.g. stories, photos, and adults talking about the past.</p> <p>Relate own account of an event and understand that others may give a different version.</p> <p>Begin to explore similarities and different sources that represent the past. E.g. looking carefully at pictures or artefacts, buildings. Being able to sort artefacts into then and now.</p> <p>Speaking and listening to develop historical enquiry with visitors etc.</p> <p>To ask and answer questions related to different sources and objects.</p>	<p>Use timelines to describe events (3D with objects/sequential pictures)</p> <p>Drawing Roleplay/drama.</p> <p>Writing –facts, labelling, simple recounts and stories about the past.</p> <p>Draw and label diagrams and write about them to tell others about people, events and objects from the past.</p> <p>Ask questions about the past.</p> <p>Remember and retell stories and information about the past.</p> <p>To use words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when, past, present and 'before'.</p>
Year 2	<p>Sequence artefacts that are closer together in time. Sequence events and know where people studies fit into the order of time.</p> <p>Recount changes in their own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline).</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Study significant historical people and places in their own locality. Recount main events from a key historical person/event e.g. Burnell – how Bristol has changed over time.</p> <p>Describe the differences between then and now. Begin to identify a few relevant causes and effects for some of the main events covered.</p> <p>Recount main events of significant individuals in the past who contributed to national and international achievements.</p> <p>Compare modern day explorers with significant explorers of the past. Describe the differences between then and now.</p> <p>Begin to look at evidence to reason why people acted they way they did.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>To use a source to ask why, what, who how and where to ask questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Use of timelines.</p> <p>Think about and discuss the origins of these sources – do we know who made them, or who took the photograph etc. Why did they do this?</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes.</p> <p>Demonstrate simple historical concepts.</p> <p>To use words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</p>

Key Stage 2 pupils should be taught about:

- ♣ 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 Understanding	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
Year 3	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Describe dates of and order significant events from the period studied (timeline).</p> <p>Sequence some events, objects, themes, periods and people from topics covered.</p> <p>Explore trends and changes over time, looking at the similarities and differences to present day.</p>	<p>Use evidence to describe the culture and leisure activities, clothes, way of life, actions of people in the past and buildings from the past. Describe some similarities, differences and changes in time using factual information.</p> <p>Comment on relevant causes for, and effects on, some of the key events and developments covered. E.g. How life for people during the different periods of the Stone Age.</p> <p>Begin to select what is most significant in a historical account and reason why two accounts of the same event might differ.</p> <p>Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians and their achievements.</p>	<p>Explore the idea that there are different accounts of history and what the reasons for this might be.</p> <p>Ask valid questions for enquiries and answer using sources of information in ways that go beyond simple observation.</p> <p>Select and organise information to present in a range of ways.</p> <p>Use a variety of resources to find out about aspects of life in the past. E.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>	<p>Discuss some historical events and issues and show the ability to make connections and changes linked to the present and past.</p> <p>Communicate 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.</p> <p>Use terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including ‘last century’, ‘1950s’ etc.</p>

Year 4	<p>Use dates and historical terms when ordering events and objects. E.g. Eras, BC, AD etc and place some historical periods in a chronological framework (timeline).</p> <p>Describe the main changes in a period in history.</p> <p>Begin to give valid explanation for their sequencing of events/artefacts.</p> <p>Use historic terms related to the period of study.</p>	<p>Comment on importance of numerous causes and effects for some of the key events and developments within topics. E.g. understanding the Roman invasion on Britain and its impact on the lives of the Celts.</p> <p>Explain, with justifications, why some aspects of historical accounts, themes or periods are significant and how some historical accounts may differ.</p> <p>Answer historically valid questions about change, cause and significance.</p> <p>Use evidence to describe what was important to people from the past and how the lives of those who lived in the past was different.</p> <p>Describe similarities and differences between significant people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect and/or influence life today.</p>	<p>Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses using appropriately vocabulary.</p> <p>Recognise how sources of evidence are used to make historical claims and how some sources can contradict each other.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Look at different versions of the same event in history and identify differences, and what happened as a result.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Use a variety of resources in different ways to find out about aspects of life in the past. E.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>	<p>Discuss significant aspects of, and connections between, different historical events.</p> <p>Select and organise relevant historical information to present in a range of ways showing in depth understanding and knowledge relating to a historical focus.</p> <p>Embed use of relevant and appropriate historical terms and vocabulary linked to chronology.</p> <p>Communicate 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.</p> <p>Use time notations more accurately, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade' etc</p> <p>Use historic terms related to the period of study.</p>
Year 5	<p>Sequence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.</p> <p>Identify and place where people, places and periods of time fit into a chronological framework using dates.</p> <p>Describe the main changes, links and contrasts within and across different historical periods of time.</p>	<p>Describe and compare in detail some features associated with themes, societies, people and events.</p> <p>Reason with validity when discussing causes and effects in an order of importance relating to events and developments.</p> <p>Describe the significant issues in the historical topics covered.</p> <p>Identify different interpretations for events, developments and people covered.</p> <p>Provide overviews and explain clear narratives (with evidence) of historical events and time periods.</p> <p>Confidently address historically valid questions about similarity and difference and significance.</p> <p>Describe how historical events studied affect/influence life today with supportive evidence.</p> <p>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p>	<p>Reach a conclusion based on devising and answering questions relating to a historical enquiry.</p> <p>Learn to accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources; knowing some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Choose relevant and reliable sources of evidence to support particular lines of enquiry; evaluating the usefulness of sources.</p> <p>Make comparisons between aspects of periods of history and the present day.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Select and organise historical information (including dates and times) in order to devise a response to their own historical questions and hypotheses.</p> <p>Discuss and debate historical issues and questions.</p> <p>Collaboratively to choose relevant ways to communicate historical findings.</p> <p>Provide an account of a historical event based on more than one source.</p> <p>Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p> <p>Accurately use relevant vocabulary when discussing and describing historical events.</p>

<p>Order significant events, movements and dates on a timeline using dates accurately.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations.</p> <p>Analyse links and contrasts within and across different periods of time.</p>	<p>Compare similarities, differences and changes within and across different topics of people, events and artefacts studied using relevant evidence.</p> <p>Explain the role and significance of different causes and effects of a range of events and developments.</p> <p>Accurately explore similarities, differences and changes both within and across time periods and topics.</p> <p>Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p>Describe how and suggest why some of the things studied from the past affect/influence life today.</p>	<p>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p> <p>Evaluate and comment on the value of a range of different types of source for enquiries, including extended enquiries.</p> <p>Choose reliable sources of information to find out about the past; use for independent research.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Use historically accurate vocabulary when discussing and describing historical events.</p> <p>Selecting and organising historical information (including dates and times) in order to devise a well-informed response to their own historical questions and hypotheses.</p> <p>Acknowledge contrasting evidence when discussing and debating historical issues with clear and concise justifications.</p> <p>Choose the most appropriate way of communicating different historical findings.</p> <p>Provide an account of a historical event based on more than one source.</p> <p>Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p>
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