

## History

### Progression of Skills and Knowledge

<b>EYFS Learning Goals</b>	
	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what they read in class and storytelling</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li></ul>

<b>Historical Interpretations</b>	
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Relate their own account of an event and understand that others may be given a different version</li></ul>
<b>Year 2</b> <b>Year 3</b>	<ul style="list-style-type: none"><li>• Describe changes within living memory and aspects of change in national life</li><li>• Describe events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight or events commemorated through festivals or anniversaries</li><li>• Look at more than two versions of the same event or story in history and identify differences.</li></ul>
<b>Year 4</b> <b>Year 5</b> <b>Year 6</b>	<ul style="list-style-type: none"><li>• Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</li><li>• Make comparisons between aspects of periods of history and the present day</li><li>• Understand that the type of information available depends on the period of time studied</li><li>• Evaluate the usefulness of a variety of sources and their reliability</li><li>• Use a range a range of evidence to offer clear reasons for different interpretations of events, linking this to factual understanding about the past.</li><li>• Show an awareness of the concept of propaganda</li></ul>

<b>Chronological Understanding</b>	
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Place known events and objects in chronological order</li><li>• Sequence events and recount changes within living memory.</li><li>• Use common words and phrases relating to the passing of time</li></ul>
<b>Year 2</b> <b>Year 3</b>	<ul style="list-style-type: none"><li>• Show an awareness of the past, using common words and phrases relating to the passing of time</li><li>• Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</li><li>• Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events in their life using historical vocabulary</li></ul>
<b>Year 4</b> <b>Year 5</b> <b>Year 6</b>	<ul style="list-style-type: none"><li>• Place some historical periods in a chronological framework</li><li>• Use historic terms related to the period of study</li><li>• Use dates to order and place events on a timeline</li><li>• Understand how some historical events/periods occurred concurrently in different locations</li></ul>

<b>Historical Enquiry</b>	
Year 1	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from simple sources of information</li> <li>• Describe simple similarities and differences between artefacts</li> </ul>
Year 2 Year 3	<ul style="list-style-type: none"> <li>• Ask and answer questions, choosing and using key parts of stories and other sources to show that they know and understand key features of events</li> <li>• Construct informed responses to an aspect of life in the past through careful selection and organisation of relevant historical information</li> </ul>
Year 4 Year 5 Year 6	<ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>• Use a variety of resources to find out about aspects of a life in the past</li> <li>• Compare sources of information available for the study of different times in the past</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>

<b>Organisation and Communication</b>	
Year 1	<ul style="list-style-type: none"> <li>• Talk, draw or write about aspects of the past</li> </ul>
Year 2 Year 3	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms</li> <li>• Speak about how they have found out about the past</li> <li>• Record what they have learned by drawing and writing</li> <li>• Use and understand appropriate historical vocabulary</li> <li>• Present, organise and communicate ideas about the past in different ways e.g. poems, recounts, news reports</li> </ul>
Year 4 Year 5 Year 6	<ul style="list-style-type: none"> <li>• Communicate their learning in an organised and structured way, using appropriate technology</li> <li>• Start to present ideas based on their own research about a studied period</li> <li>• Present findings and communicate knowledge and understanding different ways</li> <li>• Provide an account of an historical event based on more than one source</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>

<b>Understanding of events, people and changes</b>	
Year 1	<ul style="list-style-type: none"> <li>• Understand key features of events</li> <li>• Identify some similarities and differences between ways of life in different periods</li> </ul>
Year 2 Year 3	<ul style="list-style-type: none"> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth 1 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 Davidson, Mary Seacole/Florence Nightingale and Edith Cavell</li> <li>• Stone Age to Iron Age in Britain (changes from Stone Age to Iron Age and the study of hunters and gatherers)</li> <li>• Romans in Britain</li> <li>• Newmarket and the horse racing industry</li> </ul>

<p>Year 4 Year 5 Year 6</p>	<ul style="list-style-type: none"> <li>• Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives and across the periods they have studied.</li> <li>• Legacy and influence on the Western World</li> <li>• Give some reasons for important historical events/times (the following areas will be studied):</li> </ul> <p>Anglo-Saxons Vikings World War 2 and the Battle of Britain Ancient Egypt Ancient Greece Industrial Revolution Benin (AD 900-1300) Transatlantic Slave Trade British History - Magna Carta</p>
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