

St. Bede's Catholic Primary School Curriculum Progression for History



Chronological understanding

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	EYFS Curriculum •To talk about past and present events in their own lives and in the lives of family members	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> • An awareness of the past using common words and phrases using the passing of time. • Know where the people and events they study fit within a chronological framework. • Use a wide vocabulary of everyday historical terms. 		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of British, local and world history. • Develop the appropriate use of historical terms. 			
	<u>30-50 months</u> -To remember and talk about significant events in their own experiences.	-Uses simple timelines to sequence processes, events, objects within their own experience. - Places known events in the order of when they happened. - Sequences events and recounts changes within living memory. -Recognises that we use dates to describe events in time e.g. 1666 for The Great Fire of London - Uses common words and phrases relating to the passing of time. -Becomes more confident in use of terms old and new . -Uses terms then and now correctly and are comfortable with the term the past . -Understands that the world was different in the olden days. - Remembers part of stories and memories about the past. - Follows the logic of fiction titles such as 'Once there were giants'. - Talks about changes within living memory. Where appropriate, these should be used to reveal	- Sequences within clock and calendar time. - Sequences parts of more complex story where action takes place over long period of time. - Uses phrases such as 'over three hundred years ago' in their writing. - Talks about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Talks about 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. - Recounts changes in own life over time. - Puts 3 people, events or objects in order using a given scale. - Uses words and phrases related to topic vocabulary to do with time. - Shows an awareness of the past, using common words and phrases relating to the passing of time.	- Uses a timeline to place historical events in chronological order. - Understands that a timeline can be divided in BC (Before Christ) and AD (Anno Domini). - Uses words and phrases: century, decade . - Describes dates and orders significant events from the period studied. - Uses correct terminology to describe events in the past. - Uses vocabulary such as empire, civilisation and monarch . - States changes in Britain from the Stone Age to the Iron Age. - Uses an increasing range of common words and phrases relating to the passing of time.	- Places some historical periods in a chronological framework. - Puts events, people, places and artefacts on a timeline. - Uses correct terminology to describe events in the past. - Uses vocabulary such as empire, civilisation and monarch . - Recognises the Roman Empire and its impact on Britain. - Knows the events and outcome of Britain's settlement by Anglo-Saxons and Scots. - Discusses the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - Places dates and names of significant events of the period on a timeline. - Places certain topics on a timeline showing understanding of BC, AD. - Uses words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denote the period. - Uses historic terms related to the period of study.	- Puts events, people, places and artefacts on a timeline. - Uses dates to order and place events on a timeline. - Uses further correct terminology to describe events in the past. - Records knowledge and understanding in a variety of ways, using dates and key terms appropriately. - Identifies with a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WW2. - Studies a non-European society that provides contrast with British history: Mayan civilization c. AD 900. - Sequences historical periods. - Identifies changes within and across historical periods. - Uses words and phrases: vocabulary relating to specific periods - Industrial Revolution, Reform, Renaissance etc.	- Puts events, people, places and artefacts on a timeline. - Uses further correct terminology to describe events in the past. - Records knowledge and understanding in a variety of ways, using dates and key terms appropriately. - States the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. - Knows about Ancient Greece – a study of Greek life and achievements and their influence on the western world - Uses timelines to place events, periods, and cultural movements from around the world and use these as a reference point. - Uses key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion. - Uses words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war .

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		<p>aspects of change in national life.</p> <ul style="list-style-type: none"> - Recognises events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> - Describes where the people and events studied fit within a chronological framework and identifies similarities and differences between ways of life in different periods. - Uses a wide vocabulary of everyday historical terms. 				<ul style="list-style-type: none"> - Describes a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods. - Describes the achievements of the earliest civilizations and a deeper knowledge of one of them.
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and understanding of past events, people and changes in the past</h2>	<p>EYFS Curriculum</p> <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. <p><u>22-36 months</u></p> <ul style="list-style-type: none"> In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea <p><u>30-50 months</u></p> <ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. 		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time. 			
		<ul style="list-style-type: none"> - Discusses change and continuity in an aspect of life, e.g. holidays. - Recognises why people did things. - Recognises why some events happened. - Recognises what happened as a result of people's actions or events. - Identifies similarities and differences between ways of life in different periods, including their own lives. - Can tell the difference between past and present in their own lives and other people's lives. - Describes some simple similarities and differences between manmade objects. - Identifies some similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> - Discusses change and continuity in an aspect of life, e.g. travel/journeys. - Recognises why people did things. - Recognises why some events happened. - Recognises what happened as a result of people's actions or events. - Identifies similarities and differences between ways of life in different periods, including their own lives. - Uses a range of sources to describe differences between then and now. - Describes changes within living memory and aspects of change in national life. - Describes events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight or events commemorated through festivals or anniversaries. - Describes significant historical events, people and places in his/her own locality. - Can discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects 	<ul style="list-style-type: none"> - Describes and begins to make links between main events, situations and changes within and across different periods and societies. - Identifies and gives reasons for historical events, situations and changes. - Identifies some of the results of historical events, situations and changes. - Describes some of the similarities and differences between different periods, e.g. social, belief, local or individual. - Uses evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. - Uses evidence to find out how any of these may have changed during a time period. - Suggests reasons for why there were differences between periods. - Describes memories of key events in his/her life using historical vocabulary. 	<ul style="list-style-type: none"> - Describes and begins to make links between main events, situations and changes within and across different periods and societies. - Identifies and gives reasons for historical events, situations and changes. - Identifies some of the results of historical events, situations and changes. - Describes some of the similarities and differences between different periods, e.g. social, belief, local or individual. - Shows knowledge and understanding by describing features of past societies and periods. - Identifies some ideas, beliefs and attitudes of past cultures giving reason for these differences. - Describes how some of the past events affect life today. 	<ul style="list-style-type: none"> - Describes and begins to make links between main events, situations and changes within and across different periods and societies. - Uses a greater depth of historical knowledge. - Begins to offer explanations about why people in the past acted as they did. - Shows understanding of some of the similarities and differences between different periods, e.g. social, belief, local or individual. - Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. - Gives short term cause and consequence of the main events, situations and changes in the period studied. - Identifies changes and links within and across the times periods studied. - Makes comparisons between aspects of periods of history and the present day. 	<ul style="list-style-type: none"> - Describes and begins to make links between main events, situations and changes within and across different periods and societies. - Uses a greater depth of historical knowledge. - Begins to offer explanations about why people in the past acted as they did. - Shows understanding of some of the similarities and differences between different periods, e.g. social, belief, local or individual. - Identifies how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. - Describes how some changes impact both on subsequent periods, and, in the long term, on today's society. - Notes connections, contrasts and trends over time and show some use of historical terms. - Describes a chronologically secure knowledge and understanding of British, local and world history,

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			of life in different periods e.g. Christopher Columbus and Neil Armstrong.				establishing clear narratives within and across periods. - Describes a study of an aspect or theme in British history beyond 1066.
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation	<p>EYFS Curriculum</p> <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members 	<p>National Curriculum.</p> <p>Pupils should be taught to:</p> <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. 		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 			
	<ul style="list-style-type: none"> To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> Identifies different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays. Listens to eye-witness accounts from grandparents. Discovers about the past through role play/drama. Understands some ways we find out about the past e.g. pictures, stories and websites. Chooses and use parts of stories and other sources to show understanding of events. 	<ul style="list-style-type: none"> Identifies different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays. Looks carefully at pictures, eyewitness accounts or objects to find information. Shows understanding of some of the ways in which we find out about the past and identifies different ways in which it is represented. Speaks about how and what they found out about the past. Understands some ways we find out about the past e.g. using artefacts, pictures, stories and websites. 	<ul style="list-style-type: none"> Is aware that different versions of the past may exist and begins to suggest reasons for this. Understands that knowledge about the past is constructed from a variety of sources. Uses a range of source material including visits to collate information about the past. Identifies the difference between fact and opinion. Looks at 2 different versions of the same event and viewpoints and identifies differences in the accounts. 	<ul style="list-style-type: none"> Is aware that different versions of the past may exist and begins to suggest reasons for this. Understands the difference between primary and secondary sources. Gives reasons why there may be different accounts of history looking at propaganda. Asks questions of the source material and suggests sources of evidence from a selection provided to help answer questions. Uses sources of information in ways that go beyond simple observations to answer questions about the past. Uses a variety of resources to find out about aspects of life in the past. Understands that knowledge about the past is constructed from a variety of sources. Understands that sources can contradict each other. 	<ul style="list-style-type: none"> Understands that the past is represented and interpreted in different ways and gives reasons for this. Understands that the type of information available depends on the period of time studied. Questions the reliability of source material and gives reasons for why something is or is not reliable. Realises that there is often not a single answer to historical questions and gives clear reasons why there may be different accounts. Knows that people can represent events or ideas in ways that persuade others – bias and propaganda. Evaluates the usefulness of a variety of sources. Compares sources of information available for the study of different times in the past. Analyses a range of source material to promote evidence about the past. 	<ul style="list-style-type: none"> Understands that the past is represented and interpreted in different ways and gives reasons for this. Chooses reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Evaluates the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. Forms own opinions about historical events from a range of sources. Selects the most appropriate source material, using primary and secondary, for a particular task. Understands how our knowledge of the past is constructed from a range of sources. Makes confident use of a variety of sources for independent research. Analyses a range of source material to promote evidence about the past.

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<p>EYFS Curriculum</p> <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. <p>To talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask and answer questions 		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 			
	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. 	<ul style="list-style-type: none"> Asks and begins to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Chooses and use parts of stories and other sources to show understanding of events. Communicates understanding of the past in a variety of ways. Finds answers to some simple questions about the past from simple sources of information. Sorts historical objects from 'then' and 'now'. Asks and answers relevant basic questions about the past. 	<ul style="list-style-type: none"> Becomes more familiar with asking and answering questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Chooses and use parts of stories and other sources to show understanding of events. Communicates understanding of the past in a variety of ways. Uses evidence to explain reasons why people acted in the past as they did. Asks questions about the source material. Asks and answers questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. 	<ul style="list-style-type: none"> Asks and answers questions about the past, considering aspects of change, cause, similarity and difference and significance. Suggests where we might find answers to questions considering a range of sources. Understands that knowledge about the past is constructed from a variety of sources. Constructs and organises responses by selecting relevant historical data. 	<ul style="list-style-type: none"> Asks and answers questions about the past, considering aspects of change, cause, similarity and difference and significance. Suggests where we might find answers to questions considering a range of sources. Understands that knowledge about the past is constructed from a variety of sources. Constructs and organises responses by selecting relevant historical data. Uses a variety of resources to find out about aspects of life in the past. 	<ul style="list-style-type: none"> Devises, asks and answers more complex questions about the past, considering key concepts in history. Selects sources independently and gives reasons for choices. Analyses a range of source material to promote evidence about the past. Constructs and organises response by selecting and organising relevant historical data. Provides an account of a historical event based on more than one source. Gives some reasons for some important historical events. 	<ul style="list-style-type: none"> Devises, asks and answers more complex questions about the past, considering key concepts in history. Selects sources independently and gives reasons for choices. Analyses a range of source material to promote evidence about the past. Constructs and organises response by selecting and organising relevant historical data. Makes confident use of a variety of sources for independent research. Addresses and sometimes devises historically valid questions about change, cause, similarity and difference, and significance.

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and communication	<p>EYFS Curriculum</p> <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. <p>To talk about the features of their own immediate environment and how environments might vary from one another</p> <p><u>22-36 months</u></p> <ul style="list-style-type: none"> In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea <p><u>30-50 months</u></p> <ul style="list-style-type: none"> To develop an understanding of growth, decay and changes over time. <p><u>40 – 60 months</u></p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. 	<p>National Curriculum.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Choose and use parts of stories and other sources to show that they know and understand key features of events. 		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 			
		<ul style="list-style-type: none"> Recognises and makes simple observations about who was important in an historical event/account, e.g. talks about important places and who was important and why. Begins to suggest why something might be different. Begins to identify and recount some details from the past from pictures and stories. Finds answers to simple questions about the past by using source material. Shows knowledge and understanding about the past in different ways: role play, drawing, writing, talking. Relates their own account of an event and understands that others may give a different version. Talks, draws or writes about aspects of the past. Understands key features of events. 	<ul style="list-style-type: none"> Recognises and makes simple observations about who was important in an historical event/account, e.g. talks about important places and who was important and why. Recounts main events from a significant time in history. Uses evidence to explain reasons why people acted in the past as they did. Says how features of the period influence how events are treated. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, objects and events from the past. Asks and answers questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Records what he/she has learned by drawing and writing. 	<ul style="list-style-type: none"> Identifies and begins to describe historically significant people and events in situations. Presents findings about past using speaking, writing, ICT and drawing skills. Uses dates and vocabulary related to topic accurately. Suggests different ways of presenting information for different purposes. 	<ul style="list-style-type: none"> Identifies and begins to describe historically significant people and events in situations. Presents findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Constructs and organises responses by selecting relevant historical data. Uses dates and subject specific words such as monarch, settlement, and invader accurately. Explains what they have learned in an organised and structured way, using appropriate terminology. 	<ul style="list-style-type: none"> Gives reasons why some events, people or developments are seen as more significant than others. Presents detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms correctly. Presents findings and communicates knowledge and understanding in different ways. 	<ul style="list-style-type: none"> Gives reasons why some events, people or developments are seen as more significant than others. Presents information in an organised and clearly structured way and in the most effective or appropriate manner (e.g. written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Makes accurate use of specific dates. Makes confident use of a variety of sources for independent research. Describes a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods. Describes a non-European society that provides contrasts with British history. Uses evidence to support arguments.

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AREA OF STUDY

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYFS	The EYFS topics vary between academic years as they are based on the interests of the current cohort.		
<u>Year 1</u>	<u>Bright Light Big City</u> : Great Fire of London – significant events nationally and globally.	<u>Inventions</u> - History changes in toys over time.	<u>Across the Waters</u> – seaside over time.
<u>Year 2</u>	<u>Journeys</u> – History of transport including those who came up with it.		<u>Everlasting World</u> – what we can do now in terms of recycling compared to previously.
<u>Year 3</u>	<u>Countries and Cultures</u> – how the Commonwealth and Monarchy has changed over time. The development of British Values.	<u>Angry Earth</u> Stone Age	<u>Towers, Tunnels and Turrets</u> : Castles – local study (Windsor). Bronze Age to Iron Age, compared against Stone Age.
<u>Year 4</u>	<u>Time Traveller</u> - The Roman Empire and its impact on Britain.		<u>Change and Settlements</u> Britain's settlement by Anglo-Saxons and Scots. The Vikings and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor.
<u>Year 5</u>	<u>A Child's War</u> : World War Two	<u>Raging Rivers and Terrible Trades</u> Slavery and trade	<u>Magnificent Mayans</u> : The Mayan Civilisation.
<u>Year 6</u>	<u>Tomb Raiders</u> : Ancient Egypt	<u>Meet the Greeks</u> : Ancient Greece	<u>Grand Designs</u> : buildings over time