



Curriculum Progression - History

An EYFS Historian	A KS1 Historian – by the end of year 2
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • I can sequence days, weeks and years. • I can talk about the past and present events in my life. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • I can describe and object and predict what it is. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • I can communicate knowledge through discussion and play. <p><u>Suggested vocabulary</u> Days of the week, yesterday, today, tomorrow, last week, this week, next week, month, year.</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • I can match objects to people of different ages • I can sequence artefacts (by checking in a reference book) • I can sequence events in my life • I can sequence photographs from different stages of my life. • I can describe memories of key events in my life. <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> • I can recognise why people did things in the past and their consequences. • I can identify differences between ways of life at different times. <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> • I can compare 2 versions of a past event. • I can compare pictures or photographs of people or events in the past. • I can discuss the reliability of photos/accounts/stories. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • I can answer and pose simple questions about a source of information. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • I can communicate knowledge through discussion, drawing pictures, drama/role play and making models. <p><u>Events</u></p> <ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory – the Great Fire of London • Comparing lives of significant individuals – Mary Seacole/Florence Nightingale and Edith Cavell. • Significant places in own locality – Skipton Castle. <p><u>Suggested vocabulary</u> Calendar, century, chronology, decade, yesterday, local, present, explorer, global, long ago, museum, past, future, source, years ago, lifetime, eyewitness, living memory.</p>



Curriculum Progression - History

Names below	Names above	Names below	Names above



Curriculum Progression - History

A Lower KS2 historian – by the end of year 4	An Upper KS2 historian – by the end of year 6
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> • I can identify the motivations of past people. • I can identify key features and events of a time studied. • I can compare an aspect of life with the same aspect in another period. <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> • I recognise different interpretations of the period e.g. newspapers, photographs, museums, cartoons etc. • I can give reasons for different ways in which the past is represented. • I can evaluate the usefulness of different sources. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • I can use a range of sources to find out about a period. • I can use evidence to build up a picture of the past. • I can use the library and the internet for research. • I can use evidence to build up a picture of the past. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • I can recall and select historical information. • I can communicate knowledge through discussion, drawing pictures, drama/role play, making models and ICT. • I can understand a range of sources. <p><u>Periods of Study</u></p> <ul style="list-style-type: none"> • Local history study – impact of the industrial revolution on Gargrave (inc canal). • The Roman Empire and its impact on Britain – The Roman invasions of Britain, the Roman Army, Hadrian’s wall. • Britain’s settlement by the Anglo Saxons and Scots. • The achievements of the Ancient Egyptians 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> • I can recognise the difference between men and women in a specific time period and through time. • I can recognise how beliefs and behaviour have changed over time. • I know key characters, events and dates of the time studied. • I can write an explanation of a past event, in terms of cause and effect, using evidence to support and illustrate their answer. <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> • I can compare accounts of the same event from different sources. • I can consider ways to check the accuracy and reliability of difference sources. • I am aware that different evidence will lead to different conclusions. • I can confidently use the library and the internet for research. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • I can identify primary and secondary sources. • I can use a range of sources to find out about an aspect of the past. • I can identify what is missing from the information I am presented and suggest the means of finding out. • I can bring knowledge gathered from several sources together in a fluent account. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • I can recall and select historical information. • I can communicate relevant dares and time periods. • I can select an appropriate method to use to communicate my knowledge. • I can understand and use a range of sources.



Curriculum Progression - History

<u>Suggested vocabulary</u> BCE, CE, primary/secondary sources, Artefact, Causation, Change, Conquest, Continuity, Invasion, Interpretation, Invention, Oral history, evidence, settlement, ancient, gods, goddesses.		<u>Periods of study</u> <ul style="list-style-type: none">• The Mayan Civilisation• Changes in Britain from the Stone Age to the Iron Age – Late Neolithic Hunter Gatherers and Early Farmers; Bronze Age technology.• Significant turning point in British History – The Battle of Britain.• The Viking and Anglo-Saxon struggle for the kingdom of England to time of Edward the confessor – Viking raids and invasions, the Danegeld and Danelaw, Edward the confessor and his death in 1066.• Ancient Greece and their influence on the western world. – democracy (parliament) <u>Suggested vocabulary</u> Bronze age, Iron age, stone age, democracy, parliament, primary, secondary, bias, argument, agenda, invader, settler, law, legal system	
Names below	Names above	Names below	Names above