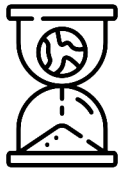
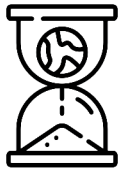
History Curriculum Progression Overview

Nursery	Reception
By the end of Nursery children should: ● Use all their senses in hands-on exploration of natural materials. - ● Explore collections of materials with similar and/or different properties. ● Talk about what they see, using a wide vocabulary. ● Begin to make sense of their own life-story and family's history ● Continue to develop positive attitudes about the differences between people.	By the end of Reception children should be able to: ● Talk about members of their immediate family and community. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. ● Understand the effect of changing seasons on the natural world around them. <u>Early Learning Goal:</u> Children at the expected level of development will: ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ● Understand the past through settings, characters and events encountered in books read in class and ● ● Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. ● ● Understand some important processes and changes in the natural world around them, including the seasons



History Curriculum Progression Overview



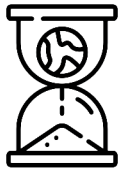
History Curriculum Progression Overview

	Year 1	Year 2	Year 3
Chronological	• Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages	• Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives •	• identify the legacy of a historical period – i.e. what we have today as a result of the SA. BA and IA • chronologically order events on a timeline • describe dates of and order significant events from the
Historical Knowledge	• Recognise the difference between past and present in their own and others lives • They know and recount episodes from stories about the past	• Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times	• compare life in different historical periods (Stone Age) including: ➢settlements ➢ migration ➢ way of life and actions of people ➢ buildings and their uses ➢ people's beliefs and attitudes ➢ things of importance to people • describe similarities and differences between people, events and objects • compare life today with a time in history • study the history of the local area
Interpretation of History	• Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the	• Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past	• identify that there are different accounts of history • compare different sources and what they can teach us

History Curriculum Progression Overview

	past – how reliable are their memories?	• Discuss reliability of photos/ accounts/stories	• distinguish between fact and fiction
Historical Enquiry	• Find answers to simple questions about the past from sources of information e.g. artefacts	• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	• use primary and secondary sources to learn about the past (accounts, photos etc.) • study archaeological findings ask questions and find answers about the past • ask questions such as 'how did people ….? What did people do for ….?' • suggest sources of evidence to use to help answer questions
Organisation and Communication	Communicate their knowledge through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT…		

History Curriculum Progression Overview

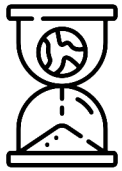


History Curriculum Progression Overview

	Year 4	Year 5	Year 6
Chronological	• independently name and place dates of significant events of the period on a timeline showing understanding of BC, AD • begin to recognize other historical events in parallel with other civilizations. • use vocabulary related to historical periods: century, decade, ancient civilizations, period etc	• place events on a timeline with accurate intervals • identify changes within and across historical periods • use timelines to describe events of other historical events in parallel with other civilizations • make comparisons between different historical periods	• use timelines to place concurrent events, periods and cultural movements from around the world • illustrate changes and developments in culture, immigration, religion and society on timelines • describe main changes in a period in history using words such as social, religious, political, technological and cultural. • use vocabulary relating to movements or times of change: Industrial Revolution, Renaissance, classical period
Historical Knowledge	• show knowledge and understanding by describing features of past societies and periods • identify ideas, beliefs, attitudes and experiences of men, women and children from the past • give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period • describe how some of the past	• identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world • describe causes and consequences of the main events, situations and changes in the periods studied • identify changes and links within and across the time periods studied • compare how different groups were treated at different times in history based on ethnicity, nationality, age, gender, socioeconomic background	• clearly recall key historical eras from ancient civilizations to the modern day • choose reliable sources of factual evidence to describe periods of history • understand the different lived experience of different people in history based on ethnicity, nationality, age, gender, socioeconomic background etc. • explain reasons for historical change, supported by evidence

History Curriculum Progression Overview

	events/people affect life today • analyse a historical script (hieroglyphs)		
Interpretation of History	• begin to evaluate the usefulness of different sources • compare different versions of the same story • analyse the validity of historical evidence	• critically compare accounts of events from different sources • offer reasons for different versions of the same event • know that people (now and in past) can represent events or ideas in ways that persuade others	• consider ways of checking the accuracy of interpretations, including online sources • show how different evidence can lead to different conclusions • highlight bias in historical accounts (misinformation, opinion, propaganda, fake news)
Historical Enquiry	• • understand the difference between primary and secondary sources of evidence • use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past • understand that different people experienced historical periods very differently and ask questions like 'what was it like for a …… during ……?' • suggest sources of evidence from a selection provided to use to help answer questions	• use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past • ask a range of questions about the past • choose reliable sources of evidence to answer questions	• identify and uses different sources of information and artefacts. • evaluate the usefulness and accurateness of different sources of evidence • select the most appropriate source of evidence for particular tasks • form opinions about historical events from a range of sources • investigate their own line of enquiry by posing and investigating questions
Organisation and	Recall, select and organise historical information		• Select and organise information to



History Curriculum Progression Overview

Communication	Communicate their knowledge and understanding.	produce structured work, making appropriate use of dates and terms.