



Livingstone Road
Primary Federation

Together We Can
Learn Laugh Dream Grow

Curriculum History —Knowledge & Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objective	Knowledge & Skills Pupils should: order & sequence familiar events. Talk about past and present events in their own lives and in the lives of family members.	Knowledge & Skills Pupils should: Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Knowledge & Skills Pupils should: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	Knowledge & Skills Pupils should: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	Knowledge & Skills Pupils should: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	Knowledge & Skills Pupils should: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	Knowledge & Skills Pupils should: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.
Chronological order	Use everyday language related to time Order and sequence familiar events—create timeline for their day & sequencing events in own life Talk about past and present events in their own lives and in lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions	Develop an awareness of the past —use terms old/new; before/after; earlier/later Use common words and phrases relating to the passing of time (yesterday, tomorrow, today, second, hour, day, week, month, year) Identify similarities / differences between periods	Develop an awareness of the past—more time specific vocabulary including past, present, future and beyond living memory. Create timelines to compare Use common words and phrases relating to the passing of time (yesterday, tomorrow, today, second, hour, day, week, month, year) Know where all people/ events studied fit into a chronological framework Identify similarities / differences between periods	To know the chronology of the <u>Stone Age and Romans</u> and where it sits in world history and in relation to other historical events happening at the same time. Create timelines and understand where we fit To place events of timeline in relation to previous learning and historical eras and events. Use dates and terms relating to the study unit and passing of time. Sequence several events and artefacts.	To know the chronology of the <u>Ancient Egyptian and Anglo Saxons</u> and where it sits in world history and in relation to other historical events happening at the same time. To place events of timeline in relation to previous learning and historical eras and events and compare an aspect of social history from that era and the present day. Use terms related to the period and begin to date events. Understand more complex terms E.g. BC/ AD	Place events in period studied (Ancient Greece) on time line—time line making. Use relevant terms and period labels—decades, centuries, dynasties and empires etc Compare historical events in same period across the world—what’s happening in England? Discuss similarities and differences	Place aspects WW2 on time line in relation to each other eg USA, Japan, Europe etc Recall relevant terms and periods from year 5 Sequence upto 10 events on time line—events through history—did they come before or after?

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Historical enquiry/ interpretation of history	Be curious about people and show interest in stories Know the difference between fact and fiction books Know what a question is & use question words (how, why, what, when, where and who) Answer 'how' and 'why' questions ... in response to stories or events Explain own knowledge and understanding, and asks appropriate questions Know that information can be retrieved from books and computers Record, using marks they can interpret and explain Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time Question why things happen and give explanations	Ask and answer questions Ask questions to find out answers Understand some ways we find out about the past—comparing sources (photos, books, recounts) (photos, books, recounts) Choose and use parts of stories and other sources to show understanding Identify different ways in which the past is represented Use sources to answer simple questions Identify similarities / differences between ways of life at different times Make simple observations about different types of people, events, beliefs within a society	Ask and answer questions to find out answers Understand some ways we find out about the past—comparing sources (photos, books, recounts, diaries, artefacts) Choose and use parts of stories and other sources to show understanding. Identify different ways in which the past is represented Use sources to answer simple questions. Make inferences from sources giving and making arguments. Identify similarities / differences between ways of life at different times Recognise why people did things, why events happened and what happened as a result Make simple observations about different types of people, events, beliefs within a society	Ask questions about an event or time period and use resources and experiences given to answer them. Observe small details E.g. using artefacts and pictures. Begin to use the library and internet for research. Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and compare different versions of the same story. Use text books and internet to research historic eras and events. Recall and observe the impact that history has had on the present day. Identify reasons for and results of people's actions.	Ask questions about an event or time period and find ways to answer them independently. Observe small details and use these to draw conclusions about the time studied. E.g. using artefacts and pictures. Use Library and internet for research. Look at evidence available and begin to evaluate the usefulness of different sources. Use text books and internet to research historic eras and events evaluating the usefulness of these sources. Debate conflicting viewpoints in history. Discuss the impact that history has had on the present day. Offer reasonable explanations for some events.	Introduce examples of primary and secondary sources. E.g. poems, artefacts, diaries, stories, eye-witness accounts Use different sources to build a picture of past events—use artefacts to evidence how people lived Identify which parts of which sources are useful Use library and internet with increasing confidence knowing which sites to trust	Independently recognise primary and secondary sources Identify and use sources to justify conclusions drawn Use a range of sources to find out about aspects of the past eg diaries, newspapers, propaganda posters Suggest omissions and means of finding out—what's useful, what's missing and how will they fill the gap? Use library and internet to support a coherent piece of written work

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Range and depth of historical knowledge	Recognise and describe special times or events for family or friends	Talk about who was important e.g. in a simple historical account	Talk about who was important and why e.g. in a simple historical account	To learn and use some historical terms. To learn about the changes in Britain from the Stone Age to the Iron Age. To learn about the Roman Empire and its impact on Britain. Find out about everyday lives of the people in the time studied and compare with our life today. Where applicable, learn about local places that are relevant to eras and events taught and how they are reflected over time in the locality.	To use and discuss historical terms . To learn about the achievements of the earlier civilisations (Ancient Egyptians). To learn about Britain's settlement by the Anglo-Saxons. Learn about the Anglo-Saxon and Viking Struggle for the Kingdom of England. Use evidence to reconstruct life in time study. Where applicable, learn about local places that are relevant to eras and events taught and how they are reflected over time in the locality.	Study different aspects of different people—compare lifestyles of chn today with chn in Ancient Greece. Examine causes and results of great events and the impact on the people— Alexander the Great defeating Egypt and linking to year 4	Find out about the beliefs, behaviour and characteristics of the people noting similarities and differences—compare chn of the same time but different lifestyles eg evacuee vs Jewish refugee Compare behaviour with similar event eg why weren't people evacuated in WW1? Use evidence to support written work—evacuation report Knowledge—key dates, events and characters from this study