

History Curriculum Progression

Aims	Key Element	Key Skills	Year R	Year 1/ Year 2	Year 3/ Year 4	Year 5/ Year 6	Word accumulation e/o Y6	Skills accumulation E/O Y6
A) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Chronological understanding	Using terminology Ordering and sequencing	Language time past present future in relation to own experiences (half term and weekends) Vocabulary: Time, past, present, future, weekends, today, tomorrow, yesterday. Now, Next, Before and After. Weekend, Weekday.	Sequence events in their life 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 Sequence events in lives of people they study(place on timeline) Vocabulary: Artefacts, sequence, events, memories, past, timeline, period of time, change, living memory, remember, commemorate, old, year	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Sequence several events or artefacts - who/why/when. Vocabulary: BC/ AD, empire, democracy, civilisation, chronological, chronology, Ancient, Modern, Century, Decade, Millenium. Anno Domini, Before Christ. Period	Place current study on time line in relation to other studies Use relevant dates and terms, and period labels Establish chronological narratives across periods of study (talk the time story of period of study) Sequence up to 10 events on a time line Vocabulary: Period labels, chronological narrative, ancient civilisation,	Artefacts, sequence, events, memories, past, timeline, period of time, change, living memory, remember, commemorate, old, year, BC/ AD, empire, democracy, civilisation, chronological, chronology, Ancient, Modern, Century, Decade, Millennium. Anno Domini, Before Christ. Period, Period labels, chronological narrative, ancient civilisation,	Use a timeline identify time periods Construct a chronological narrative either written, orally or through another medium.
A) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world B) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	Knowledge and understanding of events, people and changes in the past	Identifying Describing Explaining Making links Comparisons	To talk about similarities and differences between themselves and others. Vocabulary Same Difference	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 Vocabulary: Difference, past, present, recount, stories, events, ways of life, compare, similarity.	Find out about everyday lives of people in time studied, identifying key features Compare with our life today Reconstruct life in time studied using evidence and own knowledge to support and illustrate their explanation Give an explanation for an event. Explain reasons for, and results of, the main event and/or changes. Vocabulary: Evidence, result, people's actions, perspective, contrast, connections.	Examine causes and results of great events and the impact on people Make thematic links between distinct time periods. Write another explanation of a past event in terms of cause and effect using evidence and own knowledge to support and illustrate their explanation Know key dates, characters and events of time studied to support story of the period. Use evidence to support an explanation of an event or person Vocabulary: Illustrate, examine, cause, effect, result, impact, early and late times, continuity and change.	Evidence, Difference, past, present, recount, stories, events, ways of life, compare. Similarity Illustrate, examine, cause, effect, result, impact, early and late times, continuity and change, Result, people's actions, perspective, contrast, connections.	Cause and effect - use selected evidence to support an argument Offer an explanation in written form Make thematic links between time periods.

D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Historical interpretations and enquiry	Identifying Interpreting Explaining events	Identify what sources (i.e pictures) can tell you about something (i.e a school) Know that sources tell you things Vocabulary: Change Historical Enquiry Questions: - What is the same? - What is different?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Find answers to simple questions about the past from sources of information e.g. artefacts, Distinguish between fact and opinion Ask questions about artefacts and sources they have seen "what might it tell me?" Choose parts of sources and stories to show what you know. Vocabulary: Fact, opinion, Source, Artefact Result Historical Enquiry Questions: - Did People really...? - How do we know? - What similarities and differences are there? Why did...happen? What happened as a result of?	Distinguish between different sources – compare different versions of the same story or person Look at representations of the period or person from different perspectives. <i>For example, Boudicca or Queen Elizabeth I</i> Look at the evidence available Begin to evaluate the usefulness of different sources Use a range of sources to find out about a period and build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Observe small details within artefacts, pictures Vocabulary: evaluate, sources, cause, consequences, impact, culture, politics, resistance, and parliament. fact, fiction, opinion, Perspective, Historical Enquiry Questions: - What do different sources tell us? Why are sources different? - How was ... effected by? - What caused...? - What was the consequence of...? - Does... deserve the title of....?	Compare accounts of events from different sources Offer some reasons for different versions of events Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Ask effective questions to establish the usefulness of a source Bring knowledge gathered from several sources together using them critically in support of a conclusion. Vocabulary: Accounts of events, accuracy, usefulness, reliability historical perspective. Conclusion, analyse Historical Enquiry Questions: - Why is it difficult to find out about...? - Why do historians disagree about...? - Why are there different interpretations of....? - Why are some sources more useful than others? - What reasons are there for...? - Who/what made the biggest difference to the people of Britain? - if... hadn't/had happened would what difference would it have made to ...	Accounts of events, accuracy, usefulness, reliability historical perspective. Conclusion, analyse evaluate, sources, consequences, impact, culture, politics, resistance, and parliament, fact, fiction, opinion, Perspective Fact, opinion, Source, Artefact Result Change Thinkinghistory.co.uk for alternative enquiry questions...	Compare 2 versions of a past event Find answers to simple questions about the past from sources of information Distinguish between fact and opinion Ask questions about artefacts and sources Choose parts of sources and stories to show what you know. Distinguish between different sources – compare different versions of the same story Begin to evaluate the usefulness of different sources Source/evidence selection Ask effective questions to establish the usefulness of a source
C) Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Organisation and Communication	Using terminology Selecting Organising Communicating/ deploying	Embed these words Old, new, change,	Communicate their knowledge through: Discussion....Drawing pictures...Drama/role play.. Making models.....Writing.. Recall, select and organise historical information Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms. Embed knowledge of these key words across the key stage: Democracy, civilisation, rule of law, trade, artefact, archaeology, cause and effect. current, source, timeline, artefact Adverbial phrases e.g. last week, a long time ago, during the reign of..., towards the end of....., pre....., in (date), Throughout the period.				