

ST JOHN'S C OF E PRIMARY SCHOOL

HISTORY PROGRESSION OVERVIEW



<p>EYFS</p>	<p>Whilst there is no subject-specific progression in the Early Years Foundation Stage for History, there are ample opportunities to lay the groundwork for future interest and confidence in key historical skills. Key to this will be the introduction to a range of stories and the encouragement to ask questions about the things they have seen. Curiosity is the defining feature of any historian!</p> <p>The skills listed are lifted from the Early Years Foundation Stage Statutory Framework and link to the four strands of History that guide St. John's' History studies.</p> <p>Staff ensure that through the use of class topics, children have the opportunity to investigate objects and ask/answer age-appropriate enquiry questions about their features and origin. They are given the opportunity to use language related to time in the course of the school day, beginning to understand and express the chronology of their own day.</p>	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> - Measure short periods of time in simple ways. - Order and sequence familiar events. - Talk about past events in their own lives. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Understand that actions have consequences. - Ask questions of others. - Talk about objects they have observed. <p>Historical Terms:</p> <ul style="list-style-type: none"> - Use everyday words related to time. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - Listen and respond to a story. 	
<p>KS1</p>		<p>Year 1</p>	<p>Year 2</p>

	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> - Develop an awareness of the past - Use common words and phrases relating to the passing of time - Know where all people/events studied fit into a chronological framework - Identify similarities/differences between periods <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Ask and answer questions - Understand some ways we find out about the past - Choose and use parts of stories and other sources to show understanding <p>Historical Terms:</p> <ul style="list-style-type: none"> - Use a wide vocabulary of everyday historical terms <p>Interpretations of History:</p> <ul style="list-style-type: none"> - Identify different ways in which the past is represented 	<p>“What makes our Cathedral so special?” – Local history unit.</p> <p>“How has shopping changed since my great-grandparents’ time?” – Changes in living history unit.</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> - Use everyday words and phrases relating to the passing of time. - Identify old and new from pictures. - Recognise a past and present in my own life. - Identify differences between past and present. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Ask questions about objects. - Know that we can find out about the past in different ways. - Know that stories can tell us about the past. <p>Historical Terms:</p> <ul style="list-style-type: none"> - Use a range of everyday historical terms, including: now/then, old/new, yesterday, day, year, month, before/after, stories. 	<p>“What really happened in the Great Fire of London?” – Significant national event unit</p> <p>“What makes a great pioneer?” – Comparing significant individuals unit.</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> - Develop an awareness of the past. - Use common words and phrases relating to the passing of time. - Sequence key events of a person or period studied. - Identify similarities/differences between periods. - Identify old and new from artefacts <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Ask and answer questions using sources - Understand some of the ways we find out about the past - Choose and use parts of stories and other sources to show understanding of an event. <p>Historical Terms:</p> <ul style="list-style-type: none"> - Use a wide vocabulary of everyday historical terms, including: evidence, sources, past/present, change.
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		Interpretations of History: <ul style="list-style-type: none"> - Know that different people might tell stories differently. 		Interpretations of History: <ul style="list-style-type: none"> - Identify different ways in which the past is told. 	
KS2	Chronological Understanding: <ul style="list-style-type: none"> - Continue to develop chronologically secure knowledge of history. - Establish clear narratives within and across periods studied. - Note connections, contrasts and trends over time Historical Enquiry: <ul style="list-style-type: none"> - Regularly address and sometimes devise historically valid questions. - Understand how knowledge of the past is constructed from a range of sources. - Construct informed responses by selecting and organising relevant historical information Historical Terms:	Year 3 <p>“How advanced were the Ancient Egyptians?” – Early civilisations unit.</p> <p>“How did the Romans change Durovernum Cantiacorum?” – Roman Britain and Local History unit.</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> - Use a timeline with dates including AD or BC. - Use dates to describe some events. - Understand 	Year 4 <p>“How ‘dark’ were the ‘Dark Ages’?” – Anglo-Saxon settlement unit.</p> <p>“What did the Ancient Greeks do for us?” – Achievements of the Ancient Greek civilisation unit.</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> - Use a timeline including BC and AD to place events and periods - Know some similarities and differences within a time 	Year 5 <p>“How vicious were the Vikings?” – Anglo-Saxon and Viking conflict unit.</p> <p>“How much did life change between the Stone Age and the Iron Age?” – Stone Age to Iron Age unit.</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> - Begin to use scaling when constructing a timeline. - Identify changes across periods of time - Begin to 	Year 6 <p>“What does the ‘West’ owe to the ‘East’?” – Early Islamic Civilisation unit.</p> <p>“When was the best time to be a student?” – Key theme beyond 1066 unit.</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> - Begin to scale more accurately when constructing a timeline. - Note connection, contrasts and

	<ul style="list-style-type: none"> - Develop the appropriate use of historical terms. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - Understand that different versions of the past may exist, giving some reasons for this. 	<p>the concept of decades and centuries.</p> <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Understand that some things from the past affect life today. - Suggest what objects from the past were used for. - Begin to understand why people in the past acted as they did. - Represent aspects of the past through role-play <p>Historical Terms:</p> <ul style="list-style-type: none"> - Use a range of historical terms, including: AD/BC, primary/second 	<p>period (e.g. the lives of rich and poor, male and female)</p> <ul style="list-style-type: none"> - Give reasons for change. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Infer what objects/structures in the past were used for. - Distinguish between reliable and unreliable sources. - Identify the most useful source for a particular task. - Describe how some things from the past affect life today. <p>Historical Terms:</p> <ul style="list-style-type: none"> - Use a range of historical terms including: 	<p>identify cause and effect in change.</p> <ul style="list-style-type: none"> - Describe the main changes in a period of history. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Adapt ideas and viewpoints as new information arises. - Explain and justify my own point of view using evidence. <p>Historical Terms:</p> <ul style="list-style-type: none"> - Use a range of historical terms, including: millennium, significant(-ce), empire, bias <p>Interpretations of History:</p>	<p>trends over time</p> <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Devise historically valid questions - Understand the role of opinion and propaganda - Form arguments based upon a range of sources <p>Historical Terms:</p> <ul style="list-style-type: none"> - Use a range of historical terms, including: social, economic, philosophy, continuity, propaganda <p>Interpretations of History:</p> <ul style="list-style-type: none"> - Speculate how present events
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		<p>dary source, artefact, cause, decade/century, archaeology(-ist)</p> <p>Interpretations of History:</p> <ul style="list-style-type: none"> - Know that people had different experiences of the past and therefore might tell it differently. 	<p>contrast, cause/effect, interpret(ation), chronology,</p> <p>Interpretations of History:</p> <ul style="list-style-type: none"> - Identify different interpretations of the past. 	<ul style="list-style-type: none"> - Suggest which version of the past is likely to be true. - Give a balanced view of interpretations of the past. 	<p>and actions may be seen and judged in the future</p> <ul style="list-style-type: none"> - Give reasons for differing versions of the past.
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