

### Curriculum Progression - History

	Three and Four Year Olds	Reception	Year 1	Year 2	Year 3	Year 4
<b>Investigate and interpret the past</b>		<p>Respond to what they hear with relevant questions.</p> <p>Use artefacts, pictures, stories and online sources to explore the past.</p> <p>Observe the differences between 'long ago' and 'now'</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>		<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	
<b>Overview of world history</b>		<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>		<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain from ancient to mediaeval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	

		encountered in books read in class and storytelling.		
<b>Understand Chronology</b>	Begin to make sense of their own life-story and family's history.	Know the difference between long ago and now. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Begin to place events and artefacts in order.	Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives.	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.
<b>Communicate historically</b>		Show an awareness of the past. Begin to use words and phrases such as: <ul style="list-style-type: none"> <li>• yesterday</li> <li>• past</li> <li>• order</li> <li>• similar</li> <li>• different</li> </ul>	Use words and phrases such as: <ul style="list-style-type: none"> <li>• A long time ago</li> <li>• Recently</li> <li>• When my parents/carers were children</li> <li>• Years, decades and centuries to describe the passing of time</li> </ul> Show an understanding of concepts such as: <ul style="list-style-type: none"> <li>• Nation and a nation's history</li> <li>• Civilisation</li> <li>• Monarchy</li> <li>• Parliament</li> <li>• Democracy</li> <li>• War and peace.</li> </ul>	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Change</li> <li>• Chronology</li> </ul> Use Literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
<b>KS1 - Historical Events/People</b>		Our families Communities and belonging Seasons Celebrations and traditions	Victorian Seasides The Gunpowder Plot British Castles Explorations/lives of significant explorers Homes through time Great Fire of London	

		Remembrance Day Transport in the Past Toys in the past Occupations in the past Growing food in the past Attitudes to animal welfare in the past Clothes in the past Water supporting life Buildings old and new	History of Land Transport History of Sea and Air Travel Roald Dahl Chris Hadfield Sylvia Earle	
<b>KS2 - Historical periods</b>				Stone Age to Iron Age Ancient Romans How life in the Rainforest has changed over time Anglo Saxons Ancient Egyptians World War Two
<b>Skills and knowledge covered</b>			Main Events - chronology Location Travel and Exploration Culture and Pastimes Society Conflict	Main Events - chronology Location Settlements Culture and Pastimes Food and Farming Beliefs Travel and Exploration Society Conflict