

History Progression Document Gawber Primary School

Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • 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 storytelling.

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:








- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Our Key Drivers

<p>Curiosity</p> 	<p><i>We have enquiring minds</i></p>	<p>Children at Gawber are encouraged to be curious and follow their own lines of enquiry in history. By the time children leave Gawber school, they will be able to use evidence about the past and select relevant sections of information to address historically valid questions and construct detailed, informed responses. Children at Gawber will be encouraged to ask their own questions and seek to find a response to them.</p>
<p>Respect</p> 	<p><i>We have increasing self-esteem. We respect ourselves, others and the environment</i></p>	<p>Children at Gawber are always respectful when learning about different people and periods of history. They understand that sometimes, sources of evidence may include the opinions of others and they learn about these with respect and understanding.</p>
<p>Independence</p> 	<p><i>We have the skills to succeed</i></p>	<p>By the time children leave Gawber school, they will have the skills required to independently investigate their own lines of enquiry by posing historically valid questions to answer.</p>
<p>Collaboration</p> 	<p><i>We can work well together</i></p>	<p>Children are given lots of opportunities to work collaboratively to discover about the past. They are encouraged to talk and discuss periods of time and will work together to share their findings.</p>
<p>Aspiration</p> 	<p><i>We achieve high standards in all areas of the 21st century curriculum</i></p>	<p>Children at Gawber are encouraged to aspire to know about key figures and key periods of time. By the end of each year they will be able to answer their key questions and they will retain the knowledge they have acquired throughout the rest of their education.</p>
<p>Resilient</p> 	<p><i>We seek to build resilience through a focus on wellbeing for mind, body and spirit</i></p>	<p>Gawber children learn that it is not always easy to find the answer that we are searching for in history, and that we must use various sources of evidence to come to a conclusion. They are resilient learners who will persevere with their historical research.</p>
<p>Creativity</p> 	<p><i>We think creatively and meet new challenges with a smile</i></p>	<p>Children are encouraged to be creative and enrichment days and activities are completed to enhance and support our children's understanding of different historical concepts.</p>

Key themes that run throughout the history curriculum at Gawber School

Key themes: **Historical Figures** **How Britain has been influenced by the wider world** **The lives of children**

	Local History	British History		World History		
EYFS	Stages of our lives	The King				
Year 1	How our lives are different from the past	The Monarch's official birthday. The King Queen Victoria	Bonfire Night Guy Fawkes	Rosa Parkes		
Year 2	Gawber in the past.	The British Monarchy Queen Elizabeth I Queen Victoria	The Great Fire of London Samuel Pepys	Marvellous Medics Florence Nightingale. Mary Seacole Edith Cavell		
Year 3		Anglo-Saxons, Scots and Vikings Alfred the Great Edward the Confessor Freydis Eiríksdóttir		Ancient Egypt Howard Carter		
Year 4	Coal Mining Margaret Thatcher Arthur Scargill Life as a coal mining child.	WWII – A child's view Chamberlin Hitler		Mayan civilizations. Pakal the Great		
Year 5		The Stone Age to Iron Age The Roman Empire Julius Caesar Boudica		Ancient Greece Socrates Aristotle How have the Ancient Greeks influenced our lives today?	Slavery- <i>What was life like in America?</i> Martin Luther King Harriet Tubman	Pompeii <i>What happened in Pompeii?</i> Pliny the Younger
Year 6		World War II Churchill The lives of Jewish children – Anne Frank		Ancient civilizations Fu Hao		

Substantive concepts in History at Gawber School



Civilization	Trade	Kingdoms and Empires	Social Class	Religion	Settlements	Invasion
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Planned, systematic encounters with substantive concepts in specific and varied contexts will support children’s progress in history and help them to retain knowledge, drawing comparisons between different periods of time studied.

Civilization	<p>A civilization is a large group of people who share certain advanced ways of living and working. Civilizations came about as humans started living in cities. City people developed advanced forms of culture and government. Eventually, this advanced lifestyle spread to people in large regions around cities.</p> <p>By the end of KS2, Gawber children should have knowledge about their own civilization and how this has developed over time. They should know about other civilizations across the world and be able to compare and contrast these.</p>
Trade	<p>Trade is the buying and selling of goods and services. Goods are objects that people grow or make—for example, food, clothes, and computers. Services are things that people do—for example, banking, communications, and health care.</p> <p>By the end of KS2, Gawber children should know that people have traded since prehistoric times and that today, most countries take part in international trade, or trade across country borders. They should know about different ways in which different civilizations have traded over time.</p>
Kingdoms and Empires	<p>An empire is a sovereign state made up of many countries or cultures that are ruled by a single individual, usually an emperor or empress. A kingdom is made up of land from the same region or territory that is ruled by a king or queen.</p> <p>By the end of KS2, children at Gawber should know about the history of Kingdom of Britain and be able to compare and contrast this with other Kingdoms and empires across the world during different time periods.</p>

<p>Social Class</p>	<p>A social class is a large group of people who occupy a similar position in an economic system. There are several different dimensions of social class, including:</p> <ol style="list-style-type: none"> 1. Income 2. Wealth 3. Power 4. Occupation 5. Education 6. Race 7. Ethnicity <p>Children at Gawber will leave KS2 with knowledge about the different dimensions of social class and how social class may have effected the way in which people have been treated. They will explore ways in which views on social class have impacted on our lives today.</p>
<p>Religion</p>	<p>A religion is a group of beliefs and rituals.</p> <p>It consists of rules, stories and symbols which are adopted by the society, a group or a person. Religion may be a way of life and/or a search for answers regarding life and death. Because the history of religion and the impact of religious issues on freedom, rights, and responsibilities have, over time, helped to shape the modern world and its institutions, the academic study of religion is essential to a complete education.</p> <p>By the time children leave Gawber School, they will have a deeper knowledge about how religion has helped to shape Britain.</p>
<p>Settlements</p>	<p>Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are.</p> <p>Children at Gawber learn about the first settlements in Britain and how these have changed over time. They discover how this has impacted on the world they live in today. They also build their knowledge about settlements in other parts of the world.</p>
<p>Invasion</p>	<p>An invasion is a military action consisting of armed forces of one geo-political entity entering territory controlled by another such entity, often resulting in the invading power occupying the area, whether briefly or for a long period, and sometimes permanently. Archaeological evidence indicates that such actions have been frequent throughout history, and indeed throughout prehistory.</p> <p>By the time children leave Gawber School, they will have the knowledge needed to understand how movement and invasion shaped British society.</p>

	Local History	British History		World History		
EYFS	Stages of our lives ? Civilization	The Royal Family Kingdoms and Empires				
Year 1	How our lives are different from the past ? Civilization Social Class	The Monarch's official birthday. Kingdoms and Empires	Bonfire Night Religion	Rosa Parkes Social Class		
Year 2	Gawber in the past. Civilization Social Class	The British Monarchy Kingdoms and Empires	The Great Fire of London Social Class Settlements	Marvellous Medics Social Class		
Year 3		Anglo-Saxons, Scots and Vikings Trade Kingdoms and Empires Social Class Religion Settlements Invasion		Ancient Egypt Trade Social Class Religion Settlements Civilization		
Year 4	Coal Mining Civilization Social Class	WWII – A child's view Social Class Invasion		Mayan civilizations. Trade Kingdoms and Empires Social Class Religion Settlements Invasion Civilization		
Year 5		The Stone Age to Iron Age The Roman Empire Trade Kingdoms and Empires Social Class Religion Settlements Invasion		Ancient Greece Trade Kingdoms and Empires Social Class Religion Settlements Invasion Civilization	Slavery- Trade Social Class	Pompeii Religion Settlements Civilization
Year 6		World War II Social Class Invasion		Ancient civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China – Where do the Mayans, Egyptians and Greeks fit in?) Trade Kingdoms and Empires Invasion Civilization		

Teachers are given individual planning documents to aid the delivery of the history curriculum. Below are the key questions discussed in each year group.

LOCAL HISTORY

In our local history studies, children begin by learning about themselves and their own family history. They then consider the history of our school, comparing life in Gawber in years gone by to how the children in Gawber live now. Following this, the children begin to explore how the village of Gawber has changed before venturing further into our local town of Barnsley and learning all about the history of coal mining.

Substantive concepts throughout our local history curriculum:

Civilization

Social Class

EYFS

Key Question	<i>How are people connected in their families?</i>
Small steps	LG: To know what a timeline is.
	LG: To know how I have changed since I was a baby.
	LG: To know who is in my family.

YEAR 1

Key Question	<i>How has childhood in Gawber changed from Victorian times to now?</i>
Small steps	LG: To know about what toys our relatives would have played with.
	LG: To know about Gawber school life in the past.
	LG: To know what school life was like for Gawber children in Victoria times.
	LG: To know how music has changed over time.
	LG: To know about the Gawber Sing

YEAR 2

Key Question	<i>What similarities and differences are there between Gawber, then and now?</i>
Small steps	LG: To know about the history of Gawber Church
	LG: To know about the Gawber Glassworks.
	LG: To know the history of Gawber Hall.
	LG: To know the history of the Gawber Linen Mill.

YEAR 4

Key Question	<i>Was coal mining a disaster?</i>
Small steps	LG: To know why the coal industry was important
	LG: To know about Victorian mining.
	LG: To know about the Huskar Pit disaster
	LG: To know how mining changed over time
	LG: Know about the 1984 miners' strikes

BRITISH HISTORY

In our British History Curriculum, children begin with a focus on monarchy. The concept of **Kingdoms and Empires** runs throughout this area of our history curriculum so children begin by understanding the monarchy as it is presently before expanding their knowledge and discovering how Britain has been ruled in the past. Additional concepts aid our children in the understanding of how and why our country is ruled in the way in is today. Children also are able to make connections between our local area and the whole country through the concepts of **civilizations** and **social class**.

Substantive concepts throughout our British history curriculum:

Kingdoms and Empires

Trade

Social Class

Religion

Settlements

Invasion

Civilization

EYFS

Key Question	<i>Why do we need a monarch?</i>
Small steps	LG: To know who King Charles III is.
	LG: To know who is related to the King.
	LG: To know the role of the King.

YEAR 1

Key Question	<i>Why does the Queen need a second birthday?</i>
Small steps	LG: To know when our King celebrates his birthday.
	LG: To know who Queen Victoria was.
	LG: To know how Queen Victoria's birthday is celebrated.
	LG: To know how we celebrate the King's birthday.

Key Question	<i>Why do we celebrate Bonfire Night in Britain but not in other countries?</i>
Small steps	LG: To know how the gunpowder plot began.
	LG: To know why November 5th is an important day in Britain.
	LG: To know how November 5th is celebrated.

YEAR 2

Key Question	<i>What are the similarities and differences between the lives and reigns of sixteenth-century Queen Elizabeth I and nineteenth-century Queen Victoria?</i>
Small steps	LG: To know about past and present British Monarchs.
	LG: To know about Queen Elizabeth I
	LG: To know about the reign of Queen Victoria
	LG: To know the values of Queen Victoria and Queen Elizabeth I

Key Question	<i>How has the Great Fire of London influenced our lives today?</i>
	LG: To know the main events of the Great Fire of London.
	LG: To know about Samuel Pepys.

	LG: To know the difference between Tudor buildings and our buildings.
	LG: To know the differences between fire safety –then and now.

YEAR 3

Key Question	<i>How have the Anglo-Saxons, Scots and Vikings influenced Britain today?</i>
Small steps	LG: To know about invaders and settlers.
	LG: To know about Anglo Saxon settlements.
	LG: To know about Anglo Saxon invasions
	LG: To know about Anglo Saxon Kings and laws.
	LG: To know about the Scots
	LG: To know about the Vikings
	LG: To know why the Vikings were successful invaders.
	LG: To know about Viking trade.

YEAR 4

Key Question	<i>How safe was life for children during WW2?</i>
Small steps	LG: To know how and why WW2 started.
	LG: To know what was used to protect children during WW2.
	LG: To know why children were evacuated during WW2.

YEAR 5

Key Question	What have we learned from our earliest ancestors?
Small Steps	LG: To know about the Mesolithic hunter-gatherer way of life. LG: To know how hunter-gatherers became farmers. LG: To know about religion, technology and travel in the Bronze Age. LG: To know about Iron Age life. LG: To know about Hillforts LG: To know about the rebellious Queen of a Celtic tribe LG: To know why the Romans invaded Britain LG: To know how the Romans have influenced our lives today.

YEAR 6

Key Question	<i>Why is WW2 considered to have had a great impact on different groups in society?</i>
Small Steps	LG: To know about the Blitz. LG: To know the roles of men and women during the war. LG: To know about World War 2 propaganda. LG: To know who Anne Frank was.

WORLD HISTORY

Ancient civilizations are studied in Key Stage 2, with depth studies of Ancient Greece and Ancient Egypt. **Settlements** is a key concept that runs throughout these areas where children are able to draw links between reasons why groups may have settled in certain areas. Children are also able to talk about the **religious** beliefs and links between these (e.g. Greek and Roman) as well as the similarities and differences between **trading**. Children look at how Ancient Civilisations were **ruled** and are able to compare this with how Britain has been ruled over time. Black history is also studied in both Key Stage 1 and 2 with an emphasis on **social class**.

Substantive concepts throughout our world history curriculum:

Kingdoms and Empires

Trade

Social Class

Religion

Settlements

Civilization

YEAR 1

Key Question	<i>Rosa Parks – was she right to not do as she was told?</i>
Small steps	LG: To know about segregation in America.
	LG: To know who Rosa Parks was.
	To know about the bus boycott.

YEAR 2

Key Question	<i>Florence Nightingale, Mary Seacole and Edith Cavell – how did these women change the world?</i>
Small steps	LG: To know about Florence Nightingale
	LG: To know about Mary Seacole
	LG: To know about Edith Cavell
	LG: To know the similarities between Florence Nightingale, Mary Seacole and Edith Cavell

YEAR 3

Key Question	<i>Why are the achievements of the Ancient Egyptians relevant to us today?</i>
Small steps	LG: To know where Ancient Egypt places on a timeline.
	LG: To know about Howard Carter
	LG: To know about pharaohs and pyramids
	LG: To know about Ancient Egyptian tombs.
	LG: To know about daily life in Ancient Egypt.
	LG: To know about The Nile.
	LG: To know about Ancient Egyptian mythology.

YEAR 4

Key Question	<i>How did the Mayan civilization contrast with British history?</i>
Small steps	LG: To know the main periods of the Maya civilization LG: To know about the Mayan writing system LG: To know about Maya maths LG: To know about Mayan cities and architecture LG: To know about Mayan farming. LG: To know about Mayan trade. LG: To know about Mayan rulers and religion. LG: To know about Mayan technology LG: To know about the Mayan way of life. LG: To know and compare the achievements of the Maya and Anglo Saxons

YEAR 5

Key Question	<i>How have the Ancient Greeks influenced our lives today?</i>
Small steps	LG: To know about everyday life in Ancient Athens. LG: To know about the strength of Athenian society. LG: To know about Ancient Greek entertainment. LG: To know about Ancient Greeks philosophy LG: To know about Ancient Greek democracy LG: To know about Ancient Greeks architecture

YEAR 5

Key Question	<i>What is the significance of the movement Black Lives Matter?</i>
Small steps	LG: To know about slavery in America in the 17th and 18th century LG: To know about Martin Luther King Jr. LG: To know about Rosa Parks (This is a recap from Y1) LG: To know about Harriet Tubman

YEAR 5

Key Question	How does our knowledge of the past (Pompeii) help us to understand the world today?
Small steps	LG: To know about the eruption of Mount Vesuvius LG: To know about Vulcan – The Roman God of Fire LG: To know about reliable sources of evidence about the Vesuvius eruption.

YEAR 6

Key Question	<i>In what way have we been influenced by the achievements of the earliest civilizations?</i>
Small steps	LG: to know when ancient civilizations occurred. LG: To know about the achievements of Ancient Sumer. LG: To know about the achievements of The Indus Valley. LG: To know about the achievements of The Shang Dynasty of China.

Composite Progression in History at Gawber School

Interpretationsof history	EYFS	KS1		LKS2		UKS2	
	<p>Children should understand that the past is something that has already happened</p>	<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>By the end of KS1 children can: start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past.</p>		<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>By the end of LKS2 children can: look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>		<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>By the end of UKS2 children can: find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this onreliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.</p>	
	<p>Children can: Children talk about past and present events in their own lives and in the lives of family members.</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Understand the reasons and use of propaganda</p>	

Historical enquiry

EYFS	KS1		LKS2		UKS2	
<p>Children should ask and answer questions about their own lives and their own environments.</p> <p>Children can: Observe or handle photographs and objects directly relating to their past and ask questions about these.</p>	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>By the end of KS1 children can: observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past.</p>		<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>By the end of LKS2 children can: use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.</p>		<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>By the end of UKS2 children can: recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.</p>	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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 a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account

Chronological understanding	EYFS	KS1		LKS2		UKS2	
	<p>Children should talk about past and present events in their own lives and in the lives of family members.</p> <p>Children can:</p> <ul style="list-style-type: none"> order events in their own lives chronologically; describe their own memories 	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>By the end of KS1 children can:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 		<p>KS2 History National Curriculum 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.</p> <p>By the end of LKS2 children can:</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 		<p>KS2 History National Curriculum 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.</p> <p>By the end of UKS2 children can:</p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. 	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line

Knowledge and Understanding of Events, People and Changes in the Past	EYFS	KS1		LKS2		UKS2	
	<p>Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>By the end of KS1 children can:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 		<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>By the end of LKS2 children can:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. 		<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>By the end of UKS2 children can:</p> <ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>

Presenting, Organising and Communicating	EYFS	KS1		LKS2		UKS2	
	<p>Pupils should use vocabulary of everyday historical terms.</p> <p>Children can: draw, talk and write about things from their past; use play to communicate their knowledge of the past</p>	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>By the end of KS1 children can: show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past.</p>		<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>By the end of LKS2 children can: use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period.</p>		<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>By the end of UKS2 children can: know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period.</p>	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Communicate their knowledge through:</p> <p>Discussion Drawing Role play Writing</p>	<p>Communicate their knowledge through:</p> <p>Discussion Drawing Role play Writing ICT Making models</p>	<p>Recall, select and organize historical information with some support from an adult</p>	<p>Recall, select and organize historical information independently.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms in a self-directed research project.</p>