

Millhouse Primary School History Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Knowledge							
Chronology	Talks about past and present events in their own life and in the lives of family members	Can show an awareness of the past, using common words and phrases relating to the passing of time. Can explain where the people and events they study fit within a chronological framework. Can use a wide vocabulary of everyday historical terms.		Can demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Can describe how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Can describe connections, contrasts and trends over time and develop the appropriate use of historical terms.			
	<p>Distinguish between the past and now.</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>Talks about past and present events in their own life and in the lives of family members.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times.</p> <p>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</p>	<p>Order and sequence events and objects. Place events and artefacts in order on a time line.</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past.</p> <p>Use common words and phrases concerned with the passing of time e.g past, present, older and newer..</p> <p>Use dates where appropriate.</p>	<p>Use some dates and historical terms when ordering events, artefacts and historical figures.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Explore trends and changes over time.</p>	<p>Use dates and historical terms when ordering events artefacts and historical figures. Identify where people and events fit into a chronological framework.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Explore links and contrasts within and across different periods of time.</p>	<p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p>	<p>Use dates and a wide range of historical terms (such as: social, religious, political, technological and cultural/ abstract terms e.g 'empire', 'civilisation', 'parliament' 'peasantry'). when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>
Events, people and changes		Can identify similarities and differences between ways of life in different periods. Know and understand key features of events.		Can describe change, cause, similarity and difference, and significance.			
	<p>Talks about past and present events in their own life and in the lives of family members.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory (including</p>	<p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Recognise some basic ways why people did things, why events happened and what</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify reasons for and</p>	<p>Identify key features and significant events of time studied.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Look for links and effects in time studied.</p> <p>Offer a clear explanation for some events and</p>	<p>Examine causes and results of significant events and the impact on people.</p> <p>Compare in detail an aspect of life with the same aspect in another period</p> <p>Describe in detail the characteristic features of the past,</p>	<p>Describe in detail the social, ethnic, cultural or religious diversity of past society.</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Understand and explain continuity and change</p> <p>Write an explanation of a past event in terms of</p>

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		aspects of national life where appropriate).	happened as a result. Identify some similarities and differences between ways of life at different times	results of people's actions. Suggest causes and consequences of some of the main events and changes in history.	results.	including ideas, beliefs, attitudes and experiences of men, women and children.	cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Enquiry		Can ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.		Can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.			
	Understand the past through settings, characters and events encountered in books read in class and storytelling. Comment on images of familiar situations in the past.	Find answers to simple questions about the past from sources of information e.g. artefacts • Ask questions such as: What was it like for people? What happened? How long ago?	Observe or handle sources (e.g artefacts, pictures, stories, online sources) to answer questions about the past on the basis of simple observations Make simple observations about different people, events, beliefs and communities.	Use more than one source of evidence to answer questions about the past. Observe small details – artefacts, pictures Select and record information relevant to the study Suggest suitable sources of evidence for historical enquiries.	Use more than one source of evidence in order to gain a more accurate understanding of a period and answer historically valid questions. Choose relevant material to describe clearly one aspect of life in time past Ask a variety of historical questions Use the library and internet for research	Begin to identify primary and secondary sources Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry.	Recognise primary and secondary sources Use a wide range of sources to find out about an aspect of time past and to form testable hypotheses about the past. Select suitable sources of evidence, giving reasons for choices. Suggest omissions and the means of finding out Bring knowledge gathered from several sources together to form contrasting arguments
Interpretation		Can understand some of the ways in which we find out about the past and identify different ways in which it is represented.		Can understand how our knowledge of the past is constructed from a range of sources.			
	Understand the past through settings, characters and events encountered in books read in class and storytelling. Comment on images of familiar situations in the past.	Identify some of the basic ways in which the past can be represented. Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Begin to evaluate the usefulness of different sources	Recognise how our knowledge of the past is constructed from a range of sources. Compare accounts of events from different sources. Offer some reasons for different versions of events. Begin to consider reliability. •	Give reasons for contrasting arguments and interpretations of the past.. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions.

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Organisation and Communication			Can construct informed responses that involve thoughtful selection and organisation of relevant historical information.				
	<p>Talks about past and present events in their own life and in the lives of family members.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>Describe special or significant events. Retell simple stories or events from the past. Use simple historical terms. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years to describe the passing of time.</p>	<p>Talk about what / who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts (Show a simple understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace).</p>	<p>Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<p>Discuss significant aspects of, and connections between, different historical events. Select and organise relevant historical information to present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings. Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past.</p>	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings.</p>
Curriculum map (Key Stage 1 – 2 year cycle/ Key Stage 2 – 4 year cycle)			<p>-changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>-events beyond living memory that are significant nationally or globally</p> <p>-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</p> <p>-significant historical events, people and places in their own locality</p>				
	<p>EYFS – same topics as KS1 (mixed age classes)</p>						
	<p>Cycle 1 Changes within living memory: TRANSPORT - Significant individuals: Amy Johnson /Wright</p>	<p>Cycle 2 Event: Great Fire of London Significant individuals: Samuel Pepys/ Charles 11</p>	<p>Cycle 1 Changes within living memory: TRANSPORT - Significant individuals: Amy Johnson /Wright Brothers</p>	<p>Cycle 2 Event: Great Fire of London Significant individuals: Samuel Pepys/ Charles 11 Changes within living</p>	<p>Cycle 1 Changes in Britain from the Stone Age to the Iron Age Roman Empire and its impact on Britain</p>	<p>Cycle 2 Britain’s settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to</p>	<p>Cycle 3 A study of an aspect or theme in British history extends chronological knowledge beyond 1066/ Local history Childhood inc.</p>

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	<p>Brothers</p> <p>Local history (Shopping)</p>	<p>Changes within living memory: History of seaside</p>	<p>Local history (Shopping)</p>	<p>memory: History of seaside</p>		<p>the time of Edward the Confessor</p>	<p>Victorians- theme and local history</p> <p>The achievements of the earliest civilizations – Ancient Egypt</p>	<p>achievements and their influence on the western world</p>
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