

History

Summary and Progression: Chronological Knowledge and Understanding						
<i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i>						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Develop an awareness of the past through events in their own lives and the lives of family members. Begin to understand people and events before they were born. Use the everyday terms to describe the passing of time. Sequence objects and everyday events within experience within time order. e.g. the school day. Talk about and describe my home and the way I live e.g. day to day life, things I do, my house, my family. 	<ul style="list-style-type: none"> Develop an awareness of the past e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Use common words and phrases relating to the passing of time. Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> Know where all people/events studies fit into a chronological framework e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Identify similarities and differences between periods. 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Make connections with significant events, draw contrasts and analyses trends within periods and over long arcs of time. Use historical terms and concepts in increasingly sophisticated ways. 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Establish clear narratives within and across periods studied. Understand that different versions of the past may exist, giving some reasons for this. 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Make connections and contrasts with significant events. Discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Make connections with significant events, draw contrasts and analyse trends within periods and over long arcs of time. Use historical terms and concepts in increasingly sophisticated ways.
Summary and Progression: Continuity and Change						
<i>Understanding how and why change occurs in history, why and how things stay the same and analysing trends.</i>						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Recognise the difference between past and present in their own life and the lives of others. 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Note connections, contrasts and trends over time. Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Note connections, contrasts and trends over time. Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Evaluate and analyse connections, contrasts and trends over time. Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Evaluate and analyse connections, contrasts and trends over time. Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?

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Summary and Progression: Cause and Consequence <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i>						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Make simple connections between themselves and their families. • Know about similarities and differences between themselves and others, and among families, communities and traditions. • Link past events with current news e.g. moon landing celebrations and making connections with first moon landing. 	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural, religious and ethnic diversity in Britain & the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural, religious and ethnic diversity in Britain & the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time.
Summary and Progression: Significance <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i>						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Understanding why some events, individuals, situations, changes, societies and periods are considered significant. • Talk about important people in my life and people I know. • Introduce people/creatures in stories beyond living memory e.g. knights, dinosaurs etc. 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations .e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations. • Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations. • Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?

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Summary and progression: Historical Enquiry <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i>						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Ask and answer questions. Talk about and share experiences of the past and present modelling and encouraging appropriate tenses. Talk about and describe artefacts from the past and present. Record memories of special events. Opportunities to role play e.g. through dressing up. 	<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 of concepts e.g. are historical accounts biased depending on the author? <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Would you rather be a child now or when your Grandparents were young? What would my school have looked like when my Grandparents were my age? 	<ul style="list-style-type: none"> Choose and use parts of stories and other sources to show understanding of concepts of chronology, similarity, difference, cause and consequence. Ask and answer questions. <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Was Christopher Columbus a hero or villain? Who was the better explorer: Christopher Columbus or Amelia Earheart? Did Guy Fawkes make the right choice? Would you rather be a child today or in the Victorian times? Fact vs Fiction – do fictional stories really depict what was like in Victorian times? 	<ul style="list-style-type: none"> Pursue historically valid enquiries including some they have framed. Understand how different types of sources are used rigorously to make historical claims. Create relevant, structured and evidentially supported accounts. Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author? <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Sand vs Stone – Where would you choose to live? Did Julius Caesar actually conquer Britain? Was Boudicca a hero or villain? What did The Romans do for us? What was the Roman legacy? Fact vs Fiction – do fictional stories really depict what it was like in Roman times? 	<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. Develop the appropriate use of historical terms. <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Were there any major differences between the Anglo-Saxon and Viking invaders? Were the Viking invaders or settlers? Was life better under the Romans or Anglo-Saxons? Where did the Maya originally come from? Who did it best: The Mayans or Anglo-Saxons? Fact vs Fiction – do fictional stories really depict what it was like in XX times? 	<ul style="list-style-type: none"> Pursue historically valid enquiries including some they have framed. Understand how different types of sources are used rigorously to make historical claims. Create relevant, structured and evidentially supported accounts. Use historical terms and concepts in increasingly sophisticated ways. <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Did life at sea improve during the Tudor period? Are explorers all pirates? Was Queen Victoria a more successful monarch or politician? Where would we be without the Industrial Revolution? How does Victorian pollution compare with pollution in our own time? Fact vs Fiction – do fictional stories really depict what it was like for explorers? What patterns of migration occurred – within, from, and to the UK? Could the 19th century be called 'The Age of Improvement'? How does the British Empire compare with the Roman Empire? 	<ul style="list-style-type: none"> Understand how different types of sources are used rigorously to make historical claims. Create relevant, structured and evidentially supported accounts. Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author? <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Why did Hitler persecute the Jews? What were the pros and cons of being evacuated? Where was the best place to live during the war? What was the impact of WWII on our locality? How well does a fictional story tell us what it was like to be an evacuee? Evacuee experiences in Britain, is this all we need to know about children in WWII? How significant was the impact of WWII on women? Does History repeat itself? What influence have the Ancient Greeks had on the western world?