

Radcliffe Hall CE/ Methodist Primary School
History Curriculum Progression

	<i>EYFS</i>	<i>Key Stage One</i>		<i>Key Stage Two</i>			
	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Chronological Understanding	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> Sequence events or objects in chronological order 	<ul style="list-style-type: none"> Sequence artefacts closer together in time Sequence events Sequence photos etc from different periods of their life Describe memories of key events in 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 	<ul style="list-style-type: none"> Place the time studied on a time line Sequence events or artefacts Use dates related to the passing of time 	<ul style="list-style-type: none"> Place events from period studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/ AD 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels relate current studies to previous studies Make comparisons between different times in history 	<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 ten events on a time line understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and understanding of past events, people and changes in the past	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society 	<ul style="list-style-type: none"> Begin to describe similarities and differences in artefacts Drama – why people did 	<ul style="list-style-type: none"> Find out about people and events in other times Collections of artefacts – confidently 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events 	<ul style="list-style-type: none"> Study different aspects of life of different people – differences between men and women 	<ul style="list-style-type: none"> Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the

		<p>things in the past</p> <ul style="list-style-type: none"> • Use a range of sources to find out characteristic features of the past 	<p>describe similarities and differences</p> <ul style="list-style-type: none"> • Drama – develop empathy and understanding (e.g. hot seating, speaking and listening) • Understand that there are reasons why people in the past acted as they did; • Describe significant individuals from the past 	<ul style="list-style-type: none"> • Identify reasons for and results of people’s actions • Understand why people may have had to do something • Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II) 	<ul style="list-style-type: none"> • Look for links and effects in time studied • Offer a reasonable explanation for some events • Develop a broad understanding of ancient civilisations 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Compare life in early and late times studied • Compare an aspect of life with the same aspect in another period • Study an ancient civilization in detail 	<p>same views and feelings</p> <ul style="list-style-type: none"> • Compare beliefs and behaviours with another period studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied • Compare and contrast ancient civilisations
Historical interpretation	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, photos, BBC website) 	<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past • Able to identify different ways to represent the past • Start to compare two versions of a past event • Start to use stories or accounts to 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources and evaluate their usefulness • Look at representations of the period – e.g. 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use of text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources. Fact or fiction • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions

			distinguish between fact and fiction	museums, cartoons etc		<ul style="list-style-type: none"> Start to understand the difference between primary and secondary evidence and the impact of this on reliability 	<ul style="list-style-type: none"> Confident use of the library etc. For research 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
Historical enquiry	<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 	<ul style="list-style-type: none"> Sort artefacts “then” and “now” Use as wide a range of sources as possible Speaking and listening (links to literacy) To ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> Use a source – why, what, who, how, where to ask questions and find answers Sequence a collection of artefacts Use of time lines Discuss the effectiveness of sources 	<ul style="list-style-type: none"> 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, e-learning for research Ask and answer question 	<ul style="list-style-type: none"> 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, e-learning for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Select relevant sections of information Confident use of library, e-learning, research 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, 	<ul style="list-style-type: none"> 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 gathering from several sources together in a fluent account

						sculptures, historic sites	
Organisation and communication	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history 	<ul style="list-style-type: none"> • Time lines (3D with objects/ sequential pictures) • Drawing • Drama/role play • Writing (reports, labelling, simple recount) • ICT 	<ul style="list-style-type: none"> • Class display/ museum • Annotated photographs • ICT • Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance 	<ul style="list-style-type: none"> • Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama 	<ul style="list-style-type: none"> • Select data and organise it into a data file to answer historical questions • Know the period in which the study is set • Display findings in a variety of ways • Work independently and in groups • Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms 	<ul style="list-style-type: none"> • Fit events into a display sorted by theme time • Use appropriate terms, matching dates to people and events • Record and communicate knowledge in different forms. • Work independently and in groups showing initiative 	<ul style="list-style-type: none"> • Select aspect of study to make a display • Use a variety of ways to communicate knowledge and understanding including extended writing • Plan and carry out individual investigations • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious