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| **A picture containing text  Description automatically generatedSt James CE Primary School – History Concept Progression** |  |

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| **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Understanding the World involves:**   * guiding children to make sense of their community * providing a range of personal experiences to increase their knowledge e.g visiting museums * providing a range of stories, non fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically, and ecologically diverse world. * developing knowledge that extends their familiarity across different domains * enriching and widening children’s vocabulary to support reading comprehension. | **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 * 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. | **Pupils should be taught about:**   * changes in Britain from the Stone Age to the Iron Age * the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-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 * 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 study of an aspect or theme in British history that extends pupils’ chronological knowledge   beyond 1066   * a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 * A local history study. | |

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| **Early Years Foundation Stage Aims** |
| **ELG: Past and Present**  Children at the expected level of development will:   * 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. |
| **National Curriculum Aims** |
| The National Curriculum for history aims to ensure that all pupils:   * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. |

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| **Year** | **Chronology** | **Historical Knowledge** | **Historical Interpretation** | **Historical Enquiry** |
| **EYFS**  *By the end of Reception we aim for all pupils to be able to:* | * Organise events in basic chronology. * Show an understanding that events happened before they were born. * Develop an understanding of the terms ‘past’ and ‘present’.   *Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night, before I was born?* | * Comment on a familiar situation in the past e.g. homes, schools etc.   *Can I understand and use vocabulary such as: I can see, same, different, similar, change?* | * Use sources such as pictures, stories, artefacts and accounts to comment on familiar situations in the past.   *Can I understand and use vocabulary such as: I can see, I think that, same, different, similar,*  *change, what happened?, because, explain?* | * Begin to make sense of their own life story and family history e.g. using photographs to talk about family members. * Retell what their parents have told them about their life story. * Begin to answer how and why questions about experiences in response to stories or real life events.   *Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?* |
| **Year 1** | * Sequence some events from their own life. * Recognise past and present and sequence some events in chronological order on a timeline. * Label timelines with pictures, words or phrases. * Talk about changes that have happened since their parents and grandparents were children. * Retell a familiar story set in the past.   *Can I understand and use vocabulary such as: old, new, before, after, a long time ago, first, next, past, present, when my parents/carers, grandparents were children, in the \_\_\_\_\_\_\_\_\_\_ times?* | * Appreciate that some famous people have helped our lives become better today. * Recognise that we celebrate certain events because of what happened many years ago. * Talk about some significant figures from the past and how their actions changed the way we do things today. * Identify how their local area was different in the past * Recount basic details when told a story about the past. * Explain why Britain has a special history by naming some famous events and some famous people.   *See substantive vocabulary on unit planners.* | * Begin to identify and recount some details from the past from sources e.g. pictures, artefacts and stories. * Identify objects from the past and identify different ways about how the past is represented.   *Can I understand and use vocabulary such as: find out, describe, explain, facts, reasons, events, actions?* | * Ask and answer questions about the past e.g. ‘what was life like for people?’, ‘what happened?’, ‘how long ago…?’ * Show some understanding of how people find out about the past. * Spot old and new things in a picture * Answer questions using an artefact/photograph provided.   *Can I understand and use vocabulary such as: questions, find out, collect, information, photographs, artefacts, objects, historians, investigate?* |
| **Year 2** | * Sequence periods of history studied/events on a short timeline (including people and significant events) and give reasons for their order. * Make connections between short term and long term time scales. * Begin to use dates when describing historical periods/events. * Link learning of historical people and events to previously studied history.   *Can I understand and use vocabulary such as: in order, timeline, a long time ago, recently, years, decades, centuries, in my lifetime, in my parents’/carers’ lifetime, past, present, future, before, after?* | * Recount some interesting facts from a historical event. * Describe significant people from the past and discuss their actions. * Explain the causes of an historical event and what the consequences were. * Begin to explain the impact that significant events/figures from the past have had upon the lives we lead today. * Begin to talk about similarities and differences between two different time periods.   *See substantive vocabulary on unit planners.* | * Look at books and pictures as sources (and eye-witness accounts, photos, artefacts) * Understand why some people in the past acted in the way they did using sources. * Choose and use parts of stories or other sources to show that they understand events or people from the past.   *Can I understand and use vocabulary such as: find out, describe, explain, reasons, events, impact, affected, actions, time periods?* | * Understand and be able to discuss how historians find out about the past. * Show an understanding of how evidence is collected and used by historians. * Answer questions by using a specific source, such as an information book * Look carefully at pictures or objects to find information about the past. * Asks and answer questions such as: ’what was it like for a ….?’, ‘what happened in the past?’, ‘how long ago did …. happen?’   *Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, sources of information, artefacts, objects, historians, investigate?* |

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| **Year** | **Chronology** | **Historical Knowledge** | **Historical Interpretation** | **Historical enquiry** |
| **Year 3** | * Describe events from the past using dates and historical terms * Use a timeline within a specific time in history to set out the chronological order events/periods occurred. * Place events, artefacts and historical figures on a timeline using accurate dates. * Begin to understand the concept of change over time.   *Can I understand and use appropriate*  *historical vocabulary including: dates, BC, AD, time period, change, ancient, century, decade, prehistory?* | * Begin to picture what life would have been like for people during different historical periods. * Begin to recognise that Britain has been invaded by several different groups over time. * Suggest reasons as to why certain events happened as they did in history. * Suggest reasons as to why certain people acted as they did in history. * Begin to explain how events from the past have helped shape our lives today.   *See substantive vocabulary on unit planners.* | * Begin to understand that different sources give us different versions of the past (compare two versions of the same event and identify differences in the accounts).   *Can I understand and use appropriate*  *historical vocabulary including: affect, explain, impact, reasons, differing versions, similarities, differences?* | * Begin to use evidence to ask questions and find answers to questions about the past. * Recognise the part that archaeologists have had in helping us understand more about what happened in the past. * Begin to understand the difference between primary and secondary sources of evidence. * Compare various sources of evidence to answer questions and piece together information about a period in history. * Pose questions such as: ‘how did people ….? What did people do for….?’ * Begin to suggest suitable sources of evidence to use to help answer questions for historical enquiry.   *Can I understand and use appropriate historical vocabulary including: archaeologists, primary source, secondary source, evidence, enquiry, artefacts?* |
| **Year 4** | * Describe events from the past using dates and historical terms. * Use a timeline within a specific time in history and across previously studied periods to set out the chronological order events/periods occurred. * Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. * Place events, artefacts and historical figures on a timeline using accurate dates. * Understand the concept of change over time, representing this, along with evidence, on a timeline.   *Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, BC, AD, chronology, concurrent, decade, century?* | * Discuss in greater detail what life would have been like for people during different historical periods. * Recognise that Britain has been invaded by several different groups over time. * Suggest reasons as to why certain events happened as they did in history. * Suggest reasons as to why certain people acted as they did in history. * Explain how events from the past have helped shape our lives today. * Understand why Britain would have been an important country to have invaded and conquered. * Compare some of the time periods studied with those previously studied.   *See substantive vocabulary on unit planners.* | * Give reasons as to why there may be different accounts in history and suggest reasons for this e.g. reliability of sources. * Appreciate how artefacts found belonging to the past are helping us to build up an accurate picture of how people lived in the past.   *Can I understand and use appropriate*  *historical vocabulary including: affect, explain, impact, reasons, differing versions, similarities, differences, reliability, accuracy?* | * Use evidence to ask questions and find answers to questions about the past. * Pose historical questions. * Suggest suitable sources of evidence to use to help answer questions for historical enquiry. * Begin to understand the difference between primary and secondary sources of evidence. * Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. * Recognise the part that archaeologists have had in helping us understand more about what happened in the past. * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.   *Can I understand and use appropriate historical vocabulary including: archaeologists, primary source, secondary source, evidence, enquiry, accurate, artefacts, documents?* |

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| **Year** | **Chronology** | **Historical Knowledge** | **Historical Interpretation** | **Historical enquiry** |
| **Year 5** | * Use dates and accurate historical vocabulary when describing periods of history/events. * Use timelines to place and sequence studied periods of history in chronological order. * Understand the concepts of continuity and change over time with an ability to represent them, along with evidence, on a timeline. * Identify changes within and across historical periods. * Explain the chronology of different time periods (British and world history) and how they relate to one another on a time line.   *Can I understand and use appropriate historical vocabulary including: dates, time period, era, chronology, continuity, change, sequence, decade, century, concurrent, BC, AD, ancient?* | * Form connections and comparisons between historical periods, explaining things that have changed and things which have stayed the same. * Examine the cause, effect and impact of an event on a period, including its subsequent developments e.g. Henry VIII and the reformation and the consequent impact on religion. * Appreciate that significant events in history have helped shape the country we have today. * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of different groups of people. * Explain how some aspects of history/historical events have had an impact elsewhere in the world.   *See substantive vocabulary on unit planners.* | * Know that people (past and present) can represent events or ideas in ways that persuade others. * Consider the ways to check accuracy of interpretations – is it fact, fiction or opinion? * Comment on the reliability of sources e.g. X is anti-monarch so portrays negativity whereas Y is a royal adviser so consequently promotes the monarch in a positive light.   *Can I understand and use appropriate*  *historical vocabulary including: affect, explain, impact, reasons, differing versions, similarities, differences, reliability, accuracy, impression, bias, consequences?* | * Devise historical questions about the time period being studied. * Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. * Appreciate how historical artefacts help historians learn about the past. * Understand the difference between primary and secondary sources and potential bias. * Select and analyse a range of evidence in order to justify claims about the past using reliable sources of evidence to answer questions. * Realise that there is often not a single answer to historical questions. * Reach a conclusion about an enquiry based on evidence.   *Can I understand and use appropriate historical vocabulary including: archaeologists, primary source, secondary source, evidence, enquiry, accurate, artefacts, documents, significance, bias, reliability, analyse, conclusions?* |
| **Year 6** | * Use dates and accurate historical vocabulary when describing periods of history/events. * Identify where a period of history fits on a timeline and place current studies on a timeline, including others previously taught at local, national and international level involving both British and world history. * Explain how different periods of history relate to one another on a timeline making connections and contrasts regarding historical concurrence. * Use key periods as reference points. * Place features of historical events and people from past societies and periods in a chronological framework. * Sequence key events, objects and people within a period being studied e.g. WWII. * Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.   *Can I understand and use appropriate historical vocabulary including: dates, time period, era, chronology, continuity, change, sequence, decade, century, concurrent, BC, AD, ancient?* | * Summarise the main events from a specific period in history, explaining the order in which key events happened and the consequent impact at a local, national and international scale. * Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently. * Describe features of historical events and people from past societies and periods they have studied. * Appreciate significant events in history which have helped shape the country of Britain today. * Show an awareness of the concept of propaganda and the importance of understanding the social context. * Describe, in greater detail, the characteristic features of the past, including ideas, beliefs, attitudes and experiences of different groups of people. * Recognise and describe differences and similarities/changes and continuity between different periods of history. * Compare beliefs and behaviour across time periods and how this had an impact on the time and Britain today.   *See substantive vocabulary on unit planners.* | * Offer reasons for different versions of events and suggest which is most accurate and why. * Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. * Comment on the reliability of sources and how bias can influence historical interpretation.   *Can I understand and use appropriate*  *historical vocabulary including: affect, explain, impact, reasons, differing versions, similarities, differences, reliability, accuracy, impression, bias, consequences?* | * Devise historical questions about change, cause, similarities and differences, and significance relating to the historical period being studied. * Identify, use and analyse different sources of information and artefacts to justify claims about the past. * Understand that no single source of evidence gives the full answer to questions about the past. * Appreciate how historical artefacts help historians learn about the past. * Understand the difference between primary and secondary sources and potential bias. * Evaluate the usefulness and accurateness of different sources of evidence. * Select the most appropriate source of evidence for particular tasks. * Form own opinions about historical events from a range of sources. * Identify and explain the purpose of propaganda.   *Can I understand and use appropriate historical vocabulary including: archaeologists, primary source, secondary source, evidence, enquiry, accurate, artefacts, documents, significance, bias, reliability, analyse, conclusions, propaganda?* |