



Thurston CE Primary Academy progression in knowledge and skills - **History**

	EYFS	Key Stage 1	Key Stage 2
National Curriculum	<p>Pupils should be taught to:</p> <p>Talk about the lives of the people around them and their roles in society;</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>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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.

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	EYFS	Year 1/2		Year 3/4		Year 5/6	
Chronological knowledge and understanding	<p>Talk about past and present events in their own lives and family members.</p> <p>Comment on images of familiar situations in the past.</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>Talk about the passing of time.</p>	<p>Sequence events or artefacts in chronological order</p> <p>Describe changes in their own lives</p> <p>Use words and phrases to show the passing of time</p>	<p>Sequence events or artefacts closer together in time in chronological order</p> <p>Sequence photos and pictures from different periods</p> <p>Describe memories of key events in their lives</p> <p>Order dates from earliest to latest on simple timelines</p>	<p>Place the time studied on a time line</p> <p>Sequence events, artefacts or historical figures on a timeline</p> <p>Use dates related to the passing of time</p>	<p>Place events (sometimes further apart) from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p>	<p>Place current study on time line in relation to other studies</p> <p>Know and sequence key events of time studied</p> <p>Accurately use dates and terms to describe historical events</p> <p>Relate current studies to previous studies</p> <p>Make comparisons between different times in history, including some detail</p>	<p>Sequence an increasing number of events on a time line, using dates accurately</p> <p>Understand how some historical events/periods occurred concurrently in different locations</p> <p>Accurately use dates and terms to describe historical events</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p>Children are guided to make sense of their physical world and their community.</p>	<p>Sort artefacts into "then" and "now"</p> <p>To use speaking and listening skills (links to literacy)</p> <p>To ask and answer questions related to different sources and artefacts</p> <p>Observe or handle evidence and make simple observations.</p>	<p>Ask questions about the past and use a source to find answers</p> <p>Sequence a collection of artefacts</p> <p>Use timelines to discuss the effectiveness of sources</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details in artefacts, pictures etc</p> <p>Select and record information relevant to the study</p> <p>Begin to use books and the internet for own research to build up a clearer picture of the past</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to build and present a picture of one aspect of life in the past</p> <p>Use books and the internet for own research to build up a clearer picture of the past</p> <p>Devise own questions about the past and construct informed responses through organisation of relevant historical information</p>	<p>Begin to identify primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Select relevant sections of information to address historically valid questions</p> <p>Confidently use books and the internet to undertake own research</p>	<p>Recognise primary and secondary sources</p> <p>Use a wide range of evidence to build up a picture of life in time studied</p> <p>Investigate their own lines of enquiry by posing historically valid questions and construct detailed, informed answers</p> <p>Gather knowledge from several sources together to build a fluent account of the past</p>
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<p>Knowledge & Interpretation Cause and consequence Similarity and difference Significance</p>	<p>Look at their own families and immediate surroundings.</p> <p>Listening to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world and build knowledge.</p>	<p>Begin to describe similarities and differences between past and present</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past and begin to identify different ways the past is represented.</p> <p>Know and recount episodes from stories and events in the past</p>	<p>Find out about people and events in other times and identify similarities and differences</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Compare two different versions of the past.</p> <p>Understand that there are reasons why people in the past acted as they did</p> <p>Describe significant individuals from the past.</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Note key changes over a period of time and be able to give reasons for those changes</p> <p>Find out about the everyday lives of people in the time studied compared with our life today and explain how the past has influenced life today</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events and explain why some accounts of events may differ</p> <p>Develop a broad understanding of ancient civilisations</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied</p>	<p>Study different aspects of the life of different people and identify and note connections, contrast and trends over time</p> <p>Examine causes and results of great events and the impact on people</p> <p>Consider different ways of checking the accuracy of interpretations of the past</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Maya)</p> <p>Find and analyse a wide range of evidence about the past</p> <p>Compare and contrast ancient civilisations</p> <p>Know key dates, characters and events of time studied and use appropriate historical terms (such as culture, religious, social, economic and political) when describing the past</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Show an awareness of the concept of propaganda</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>Use a range of evidence to offer clear reasons for different interpretations of events, linking this to factual understanding.</p>
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Historical Investigations	<p>Increased knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p> <p>Compare and contrast characters from stories, including figures in the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling.</p>	<p>Observe or handle evidence to ask simple questions about the past</p>	<p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</p> <p>Choose and select evidence and say how it can be used to find out about the past</p>	<p>Use a range of sources to find out about the past</p> <p>Regularly address and sometimes devise own questions to find answers about the past</p>	<p>Gather more detail from sources such as maps to build up a clearer picture of the past</p> <p>Begin to undertake their own research</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of historical information</p>	<p>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;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability and evaluate the usefulness of these different sources</p> <p>Select relevant sections of information to address historically valid questions and construct details, informed responses</p>
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Presenting, Organising and Communicating	<p>Talk about the lives of people around them and their roles in society.</p> <p>Sequence pictures to show time order.</p> <p>Use simple words to talk about the passing of time.</p>	<p>Sort objects into groups (then and now).</p> <p>Time lines (create with objects and/or pictures).</p> <p>Use drama/role play to communicate their knowledge about the past</p> <p>Record using drawings and/or writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Class display/museum annotated photographs</p> <p>Talk, write and draw about things from the past</p> <p>ICT</p> <p>Tell stories from the past.</p>	<p>Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama</p> <p>Begin to construct their own responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Communicate knowledge and understanding about the past in a variety of ways: discussions, pictures, writing, annotations, drama, data handling.</p> <p>Know the period in which the study is set</p> <p>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.</p> <p>Construct their own responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Work independently and in groups</p>	<p>Fit events into a display sorted by theme time</p> <p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in different forms work independently and in groups showing initiative</p>	<p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual investigations</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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<p style="text-align: center;">Vocabulary Abstract terms</p>	<p>Use simple words to talk about the passing of time: Past Present Similar Different Chronology Long ago. Same/different Change People Lives History Modern Old/new</p>	<p>Use appropriate historical vocabulary to communicate, including: In order A long time ago, Recently When my parents, carers, grandparents were children</p>	<p>Use appropriate historical vocabulary to communicate, including: In order A long time ago, Recently When my parents, carers, grandparents were children Decades and centuries, In my lifetime In my parents'/carers' lifetime Modern Old-fashioned Long term, short term, Timeline, time scale In the Period Monarch Parliament, Government</p>	<p>Use appropriate historical vocabulary to communicate, including: Dates BCE (Before common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) Ancient Civilisation Archaeology Pre-history Biased Impact Consequences Trade Significance Class</p>	<p>Use appropriate historical vocabulary to communicate, including: Dates BCE (Before common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) Ancient Civilisation Archaeology Pre-history Biased Impact Consequences Trade Significance Class Ruled Reigned Empire Invasion Conquer Kingdoms</p>	<p>Use appropriate historical vocabulary to communicate, including: Primary source of evidence Secondary source of evidence Reliable Legacy Consequences Key dates Era Continuity and change Century and decade Democracy Monarch Significance</p>	<p>Use appropriate historical vocabulary to communicate, including: Primary source of evidence Secondary source of evidence Reliable Legacy Consequences Key dates Era Continuity and change Century and decade Democracy Monarch Significance</p>
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Further Key stage 1 vocabulary

history past present time today yesterday tomorrow future here now then last week / month last year x years ago a long time ago

timeline order memory

remember remembrance anniversary

first / last birth / birthday born young / younger child / children teenager parent / grandparent senior citizen old / older life

ancient

change changes hours weeks years decade century hundred thousand millions

AD / CE (Common Era) BC / BCE (Before Common Era) before / after

monarch / monarchy kingdom king / queen royal throne crowned reign castle

significant famous special modern

Britain British local national

artefact object museum

compare similar / different when / why?

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Further Key Stage 2 vocabulary

chronology chronological duration sequence

political religious social

timescale timeline

commemorate anniversary centenary centenarian century millennium

impact invasion culture beliefs settlements achievements

archaeology archaeologist explorer artefact sources primary source primary evidence secondary source secondary evidence

analyse hypothesis narrative investigation infer inference change continuity events

significant significance cause causation consequence similarity difference trends interpretation hypothesis

Britain British national international Empires emperor

conquer civilisation

Vikings Romans centurion stone age Neolithic Palaeolithic Mesolithic bronze age iron age Celts Anglo-Saxons Christianity Monastery
monk Normans conquest monarch monarchy ancient earliest prehistoric prehistory Islam Islamic Greeks Grecian Egypt Egyptian
Sumer Sumerian Shang Indus Maya

parliament democracy government AD, BC CE, BCE era

migration emigrant/ immigrant

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