



History Curriculum Progression



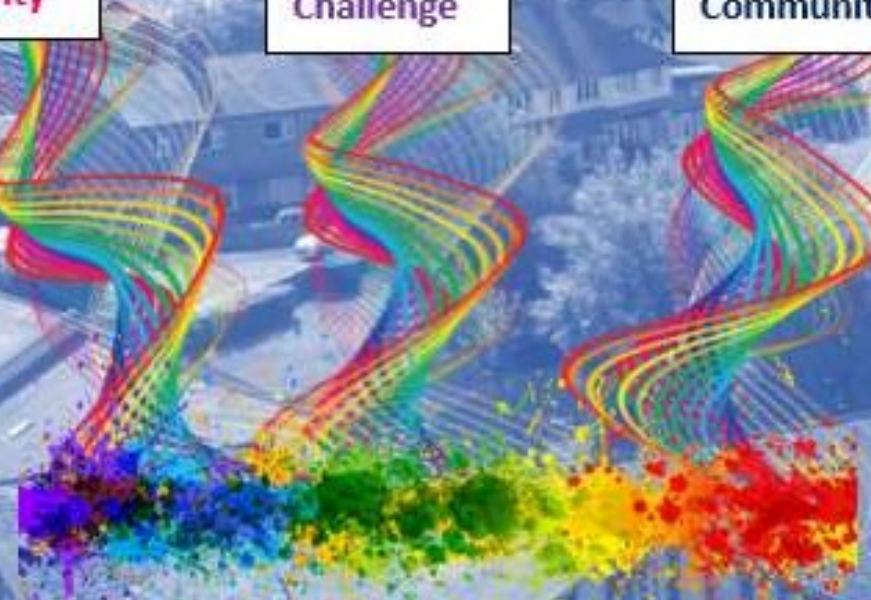
Creativity



Challenge



Community



Thematic Progression in History

Building on Rosenshine's Principles.

REVIEWING MATERIAL

- 1 Daily review
- 2 Weekly and monthly review



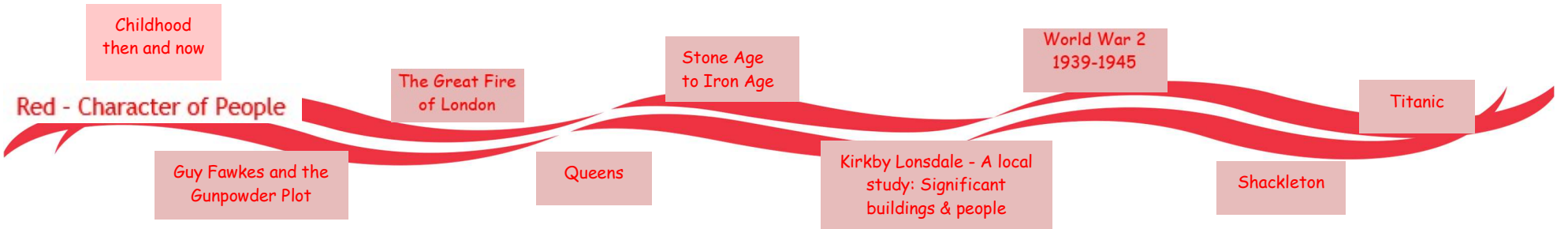
QUESTIONING

- 1 Ask questions
- 2 Check for student understanding

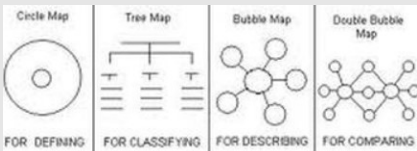
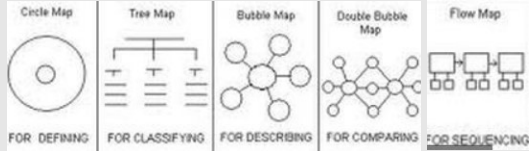
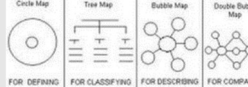


SEQUENCING CONCEPTS & MODELLING

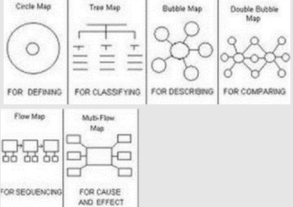
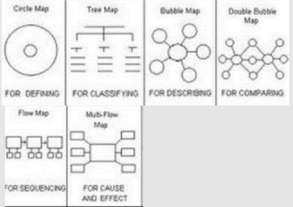
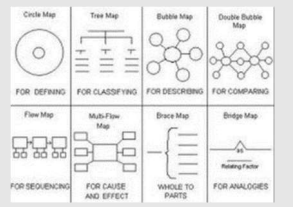
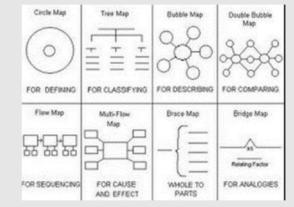
- 1 Present new material using small steps
- 2 Provide models
- 3 Provide scaffolds for difficult tasks



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Stories from the past	Remembrance			When I was a baby	
In the EYFS, children retell events in their own lives daily. This includes a planned show and tell routine but also sharing experiences from today, yesterday, last week, last month or last year.						
YR	My History	Stories from the past			Transport in the past	
Y1	Childhood then and now	Guy Fawkes and the Gunpowder Plot				Mary Anning/David Attenborough
Y2	Changes in Transport		The Great Fire of London		Queens (Similarities and differences)	
Y3		Stone Age to Iron Age			The Life of a Roman Soldier	Buildings & People of Kirkby Lonsdale.
Y4		World War 2 1939-1945		The Ancient Maya	Ancient Greece	
Y5		Shackleton	Egypt	History of farming	Vikings	
Y6	Victorians	Titanic		Decades chronology since 1066 Significant change		
Notes	<p>Red - Character of People Green - Power and Influence Blue: Science and Technology - Solving Problems</p>					

	Nursery 3 to 4 years	Reception 4 to 5 years	Year 1	Year 2	End of Key Stage Expectations
			<ul style="list-style-type: none"> Changes in living memory linking to aspects of change in national and personal life Lives of significant individuals Exploring and discovering the history of buildings and features in Kirkby Lonsdale 	<ul style="list-style-type: none"> Events beyond living memory significant nationally or globally <ul style="list-style-type: none"> The Great Fire of London The life of Queen Elizabeth II and the royal Family, comparing with another Monarch <ul style="list-style-type: none"> Comparing transport throughout the ages 	
					
Chronological understanding	<p>As an historian: Can I retell a simple past event in correct order (e.g. went downslide, hurt finger)? Can I remember and talk about significant events in my own experience?</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>As an historian: Can I talk about past and present events in my own life and in the lives of family members?</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p> <p>Comment on images of familiar situations in the past.</p>	<p>As an historian: Can I put up to three objects in chronological order (recent history) on a time line? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past? (when appropriate)</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times?</p>	<p>As an historian: Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before?</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p>	<p>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 [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>
Historical Enquiry	<p>As an historian: Can I question when/where/what happened?</p>	<p>As an historian: Can I answer how and why questions about experiences and in response to stories or events?</p> <p>Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p>	<p>As an historian: Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different sources, such as an information book or pictures?</p> <p>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p>	<p>As an historian: Can I understand and talk about how people find out about the past? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using a specific source, such as an information book? Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past using different resources to help me?</p> <p>Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?</p>	

Knowledge and Interpretation	<p>As an historian: Can I talk about my family? Can I talk about myself as a baby?</p> <p>Talk about members of their immediate family and community.</p>	<p>As an historian: Can I talk about characters/people from the past in stories or relating to celebrations?</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain?</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>As an historian: Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today? Can I recognise that there are reasons why people in the past acted as they did? Can I tell you how I found out about people or events in the past? Can I find out more about a famous person from the past and carry out some research on him or her? Can I find out something about the past by talking to an older person? Can I recognise that some forms of evidence are more reliable than others when finding out about the past? Can I show an understanding of the word 'nation' and the concept of a nation's history? Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?</p> <p>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>As an historian: Can I describe historical events? Can I describe significant people from the past and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? Can I talk about similarities and differences between two different time periods? Can I explain how local people or events in history have changed things nationally or internationally? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I talk about what type of evidence is reliable when finding out about the past? Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation? Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events? Can I create my own accounts of historical people or events?</p> <p>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>	
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	<p>Year 3</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age-The Stone Age Exploring key characters and Influential people in Kirkby Lonsdale Explore life, living and on Hadrian's wall – Invading and Settling 	<p>Year 4</p> <ul style="list-style-type: none"> Exploring the life of and influence of Ancient Greeks The impact nationally and locally of World War II Explore the life of Mayans 	<p>Year 5</p> <ul style="list-style-type: none"> Link the History of farming to present day farming Explore the Impact of Vikings Invasion and settling in York Analyse the challenges faced by Shackleton Discover the life of Ancient Egypt 	<p>Year 6</p> <ul style="list-style-type: none"> Investigate the Innovations and Life of Victorians in Britain Explore the key events and people involved with the Titanic Voyage in 1912 Look at different aspects of life throughout the decades to present eg technology, fashion, music 	<p>End of Key Stage Expectations</p>
					
<p>Chronological understanding</p>	<p>As an historian: Am I beginning to use dates and historical terms to describe events? Am I beginning to use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?</p>	<p>As an historian: Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?</p>	<p>As an historian: Can I use dates and historical terms more accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)? Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change? Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?</p>	<p>As an historian: Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>

Historical Enquiry	<p>As an historian: Am I beginning to use evidence to ask questions and find answers to questions about the past? Am I beginning to suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past? Am I beginning to use research skills in finding out facts about the time period I am studying? Am I beginning to compare and contrast different forms of evidence in my research? Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?</p>	<p>As an historian: Can I use evidence to ask questions and find answers to questions about the past? Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use my research skills in finding out facts about the time period I am studying? Through my research, can I compare and contrast different forms of evidence? Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?</p>	<p>As an historian: Can I devise historical questions about the period I am studying? Can I seek out and analyse range of evidence in order to justify claims about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use some different sources of evidence to deduce information about the past? Can I select suitable sources of evidence, sometimes giving reasons for choices? Can I give a reason to support an historical argument? Can I identify propaganda and begin to show my understanding of it? Can I refine lines of enquiry as appropriate?</p>	<p>As an historian: Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying? Can I seek out and analyse a wide range of evidence in order to justify claims about the past? Can I use sources of information to form testable hypotheses about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use a wide range of sources of evidence to deduce information about the past? Can I select suitable sources of evidence, giving reasons for choices? Can I give more than one reason to support an historical argument? Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate?</p>	
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Knowledge and Interpretation

As an historian:
 Am I beginning to give reasons why certain events happened as they did in history?
 Can I begin to talk about why certain people acted as they did in history? Am I beginning to explain how events from the past have helped shape our lives today?
 Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?
 Am I beginning to describe changes that have happened in the locality of the school throughout history?
 Am I beginning to compare some of the times studied with those of other areas of interest around the world?
 Am I beginning to describe the social, cultural or religious diversity of past societies?
 Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?
 Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?
 Can I talk about the causes and consequences of some of the main events and changes in history?
 Can I use literacy, numeracy and computing skills to communicate information about the past?
 Can I give a broad overview of life in Britain under the Roman Empire?

As an historian:
 Can I suggest why certain events happened as they did in history?
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 Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history?
 Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?
 Can I give a broad overview of what life was like in Ancient Greece?

As an historian:
 Can I answer historical questions, using information and evidence that I have carefully considered and selected?
 Can I understand how our knowledge of the past is constructed from a range of sources?
 Can I describe with some detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?
 Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?
 Can I appreciate that significant events in history have helped shape the country we have today?
 Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?
 Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world?
 Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?
 Can I describe the social, ethnic, cultural or religious diversity of past society?
 Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?
 Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?
 Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?
 Can I use original ways to present information and ideas?

As an historian:
 Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made?
 Can I understand how our knowledge of the past is constructed from a range of sources?
 Can I describe in detail any historical events from the different period/s I am studying/have studied?
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