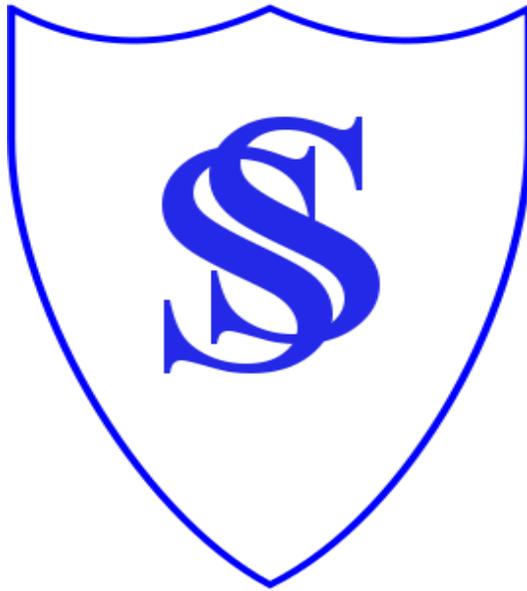


ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

History Curriculum Progression Document



History National Curriculum Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Exceeding End of Upper KS2
Historical Chronology	<p>I am beginning to develop chronological understanding I know the difference between long ago and now. I can compare modern and old objects put 2 objects or events in order I know my life is different from the lives of people in the past. I begin to show understanding of time.</p>	<p>I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can put a few objects/ events in order</p>	<p>I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few objects/ events in order</p>	<p>I can understand that the past is divided into differently named periods of time and use some dates to explain British and local history. I can place events, people and changes of British, and local history, on a timeline, using appropriate dates I can put artefacts or information in chronological order.</p>	<p>I can understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history. I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. I can put artefacts or information in chronological order.</p>	<p>I am beginning to demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world. I am beginning to show a chronically secure knowledge and understanding of local, national and global history. I can tell the story of events within and across the time periods I have studied. I am beginning to identify specific changes within and across different periods over a long arc of development. I am beginning to describe connections, contrasts and trends over short and longer time periods.</p>	<p>I demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world I show a chronically secure knowledge and understanding of local, national and global history. I can tell the story of events within and across the time periods I have studied. I can identify specific changes within and across different periods over a long arc of development. I can describe connections, contrasts and trends over short and longer time periods.</p>	<p>I can make detailed links between features of past societies and periods I can explain how history 'fits together' & events from one-time period affect another. I can make detailed links between and across features of past societies and across different historical periods</p>
Historical Concepts	<p>I have begun to understand how things change over time. I am beginning to understand the passage of time.</p>	<p>I can begin to identify similarities and differences between different times. I can tell you</p>	<p>I can identify similarities and differences between different times. I can tell you</p>	<p>I can give a few reasons for and the results of the main events and changes of a time studied.</p>	<p>I can give a few reasons for and the results of the main events and changes of a time studied.</p>	<p>I am beginning to understand historical concepts cause & consequence, continuity, change,</p>	<p>To understand historical concepts cause & consequence, continuity, change, similarity,</p>	<p>I can describe /make links between events/changes giving reasons and results of</p>

	<p>I can recall some simple facts I can put 2 events or objects in order. I can give one cause of an event.</p>	<p>about some of the people or events from my work.</p>	<p>about some of the people or events from my work. I can give more than one cause of an event and give a reason why people in the past acted as they did. I am able to reflect on the significance of what I have learnt about the past.</p>	<p>I can make some connections and contrasts eg. change, cause, similarity, difference, and significance. I can tell you some similarities/ differences between different times in the past in periods covered so far.</p>	<p>I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance. I can tell you a range of similarities/ differences between different times in the past in periods covered so far.</p>	<p>similarity, difference etc. I am beginning to understand change and continuity. I am beginning to devise questions about change, cause, similarity, difference and significance of people or events in a wider context. I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. I am beginning to discuss trends over time. I am beginning to see the relationship between different periods and the legacy or impacts for me and my identity.</p>	<p>difference etc. I understand change and continuity. I devise questions about change, cause, similarity, difference and significance of people or events in a wider context. I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. I can discuss trends over time I can see the relationship between different periods and the legacy or impacts for me and my identity.</p>	<p>events/changes I can explain most causes/results, showing links between them. I understand there were different types of causes of an event I may be able to suggest the most important cause or result.</p>
<p>Historical Interpretation</p>	<p>I can look at or touch objects from the past and comment on its appearance. I can tell the past is different from today. I can look at the differences between "long ago" and "now". I may be able to give you my own view on why something</p>	<p>I have developed an awareness of the past and can comment on what or how I found things out. I am beginning to understand some of the ways in which we find out about the past. I am developing the skills of presenting an idea and raising questions about</p>	<p>I have developed an awareness of the past and can comment on what or how I found things out. I understand some of the ways in which we find out about the past. I can tell you a few ways how the past has been presented or described. I understand the</p>	<p>To begin to think critically, weigh evidence, sift arguments, and develop perspective and judgement. I can begin to describe how the past can be represented or interpreted in a few different ways.</p>	<p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement. I can describe how the past can be represented or interpreted in a few different ways.</p>	<p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement. I can explain that the past can be represented or interpreted in many different ways. I am developing an awareness of different views about people and</p>	<p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement. I can explain that the past can be represented or interpreted in many different ways. I am aware of different views about people and events studied and</p>	<p>I can suggest reasons for different interpretations of events, people and changes. I can describe and begin to explain different historical interpretations of events, people and changes</p>

	happened in the past or how I know.	the past.	importance of basing my ideas on evidence. I am developing the skills of presenting an idea and raising questions about the past.			events. I am beginning to evaluate and carefully select from a range of historical sources to find relevant historical information. I am beginning to consider different viewpoints or think about bias or anachronism.	can give some reasons why different versions of the past exist. I evaluate and carefully select from a range of historical sources to find relevant historical information. I consider different viewpoints or think about bias or anachronism.	
Historical Enquiry	I show an interest in the past. I begin to ask questions about artefacts, suggesting what they might be used for. I begin to make accurate comparisons between modern and old objects I can find answers to simple questions from a writing or a picture.	I can begin to analyse artefacts. I ask questions. I think how I might find out answers. I am beginning to choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.	I can analyse artefacts. I ask questions. I think how I might find out answers. I am developing skills to study history by hypothesising, questioning and investigating I can choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.	I am beginning to answer and devise my own historically valid questions. I can use one source of information to help me answer questions about the past in sentences.	I can answer and sometimes devise my own historically valid questions. I can use one or more sources of information to help me answer questions about the past in sentences.	I am beginning to understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims. I can answer and devise my own historically valid questions. I am beginning to evaluate a range of historical sources. I am beginning to make perceptive deductions about the reliability of sources. I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.	I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims. I can answer and devise my own historically valid questions. I can evaluate a range of historical sources. I make perceptive deductions about the reliability of sources. I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.	I can judge the value of sources and identify those that are useful for answering a question I can identify/make detailed use of sources of information to help me reach and support a conclusion.

**Historical
Communication**

<p>I show awareness of the past. I show interest in the past. I am beginning to use the correct words such as “yesterday, past etc.” I can tell you about the past in I way E.g. orally, using common words & phrases relating to the passing of time or drawing.</p>	<p>I am beginning to common words & phrases relating to passing of time. I can tell you about a time before I was born and can compare aspects of life in different periods linked to people I know in different ways using every day historical terms.</p>	<p>I use common words & phrases relating to passing of time. I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using every day historical terms. I can recount stories accurately and explain why some people and events were important.</p>	<p>I am beginning to present recalled or selected information in a variety of ways using specialist terms. I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain. I am beginning to use place value in the context of timelines</p>	<p>I can present recalled or selected information in a variety of ways using specialist terms. I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. I am beginning to use place value in the context of timelines</p>	<p>I am beginning to create my own structured accounts, including written narratives and analyses. I am beginning to construct informed responses by thoughtfully selecting and organising of relevant historical information. I am beginning to use key historical terms accurately e.g. century, decade. I am beginning to make pertinent and valid comparisons between periods. I can use/apply mathematical skills when placing events in chronological order, using place value, negative numbers. etc.</p>	<p>I can create my own structured accounts, including written narratives and analyses. I construct informed responses by thoughtfully selecting and organising of relevant historical information. I can use key historical terms accurately e.g. century, decade. I make pertinent and valid comparisons between periods. I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative numbers. etc.</p>	<p>I can select and organise information to produce structured written work that uses correct dates and terms. I can select, organise and arrange relevant information to produce structured written work that uses correct dates and terms</p>
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History Curriculum Vocabulary

	<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>
	past present memory now then	past present memory now then features similarities differences comparison time period modern	past present memory now then features similarities differences comparison time period chronology modern religion Catholics protestants conspirators Houses of Parliament House of Lords The Gunpowder Plot	past present memory features similarities differences comparison time period chronology modern sources	past present memory features similarities differences comparison time period chronology modern sources	past present memory features similarities differences comparison time period chronology modern sources viewpoints perspective significant people/events	past present memory features similarities differences comparison time period chronology modern sources viewpoints perspective significant people/events