

## All Saints CE Primary School and Nursery

### History Curriculum-Progression in Knowledge and Skills

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>How have you changed?</b>	<b>What can you tell me about your family?</b>	<b>What special times have you enjoyed?</b>	<b>What has changed?</b>	<b>How are we different and similar?</b>	<b>What special times have you shared with your family and friends?</b>
<b>Chronological Understanding</b> Discuss what happened today and yesterday, a long time ago	Understanding about themselves and how they have grown or changed e.g. "I cried when I was a baby"	Makes connections between the features of their family and other families Recount stories of significant individuals in their own lives - taking part in commemorative celebrations (e.g. Bonfire Night and Black History Month) - experiment with other people's views and actions of others during their play	Begin to make sense of their own life story and family's history. Explore pictures of their classroom environment and identifies how their learning environment has changed across the week, term and year - imitate everyday actions and events from their own family and cultural background - explore family, school and community customs and routines. them and what to make	Ask and answer 'what', 'where' and 'who' questions about events immediately happening in their environment or events in the 'near' past	Able to identify themselves in relation to social groups/their peers - begin to identify similarities and differences between themselves and their significant others	Explore stories about people and objects they are familiar or fascinating to them - explore pictures of people important to them
<b>Core vocabulary</b>	Baby, child, adult, grandparent, change, grow	Family, different, celebration,	Past, event, celebration, memory Remember, family,	when I was little, remember, who, what, why, past, before, after, yesterday, tomorrow,	Families, friends, similar/different,	Family Tree, past, present, old, New,

<b>Misconceptions</b>	Only babies cry. Only babies wear nappies.	We all celebrate the same festivals/occasions...	All families are the same.	The past is a long time ago.	We have to like the same things.	Misconceptions about families.
<b>Reception</b>	<b>What can you remember?</b>	<b>Who is significant from the past?</b>	<b>What significant historical events, people and places in our locality can you recall?</b>	<b>Can you enquire like a historian?</b>	<b>Can you discuss similarities and differences?</b>	<b>Why do we have significant individuals from the past?</b>
	Talk about the lives of the people around them and their roles in society.	Begin to make sense of their own life-story and family's history.	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.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Create collaboratively sharing ideas, resources and skills.
<b>Core vocabulary</b>	Baby, child, adult, parents, mum, dad, brother, sister, carer, granddad, grandma, family, pets, cousins, auntie, uncle, role, job, occupation, society.	Family, different, family history, family tree, celebrations, festivals.	Past, present, events, celebration, memory, remember, family, story.	Easter, when I was little/younger, remember, character, setting, past.	Compare, contrast, figures from the past, historical, families, friends, past, different/similar.	Past, old, role models.
<b>Misconceptions</b>	Only babies can cry.	Every family is the same.			All people from the past are old.	

By the end of EYFS children as **Historians** will:

- Name the days of the week and seasons.
- Use language about times of the day, what is happening during the seasons.
- Talk about their daily and weekly routines.
- Discuss the chronology of their own life story and family history.
- Talk about before they were born.
- Create timelines of their own life.
- Recount memories and explain who and what was happening in photographs.
- Recognise changes in themselves.
- Notice and celebrate newly acquired skills in themselves.
- Recognise that some homes are older than others by going on a local area walk.

- That parts of the school are younger/older than others by exploring areas of the school and considering documents and photographs.
- Compare the similarities and differences in forms of transport today and in the past.
- Explain the difference between fiction and non-fiction.
- Retell accounts from the past, discussing similarities and differences.
- Understand the cause and consequences of events (something happened because of ..... and this means.....).
- Recount events and why they are celebrated.
- Recall information from local people/visitors to the school.
- Explain the significance of places by visiting memorials in the local town, park and places of worship.
- Use the past tense accurately.
- Sequence events/stories.
- Sort household items and their clothes from today and in the past

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>LOCAL STUDY</b>	<b>How Has Transport Changed?</b>	<b>What are they famous for?</b>		<b>Where Do Pirates Come From?</b>	
	Significant historical events, people and places in their own locality	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.		Events beyond living memory that are significant nationally or globally.	
<b>Core vocabulary</b>	Old, new, now, then, before, now, after, before, modern, a long time ago, in my lifetime, before I was born, when I was younger, past, present, recently, years, decades, centuries, pictures, photos, artefacts, stories.	Old, new, now, then, before, now, after, before, modern, a long time ago, in my lifetime, before I was born, when I was younger, past, present, recently, years, decades, centuries, pictures, photos, artefacts, stories, timeline.	Old, new, now, then, before, now, after, before, modern, a long time ago, in my lifetime, before I was born, when I was younger, past, present, recently, years, decades, centuries, pictures, photos, artefacts, stories.		Old, new, now, then, before, now, after, before, modern, a long time ago, in my lifetime, before I was born, when I was younger, past, present, recently, years, decades, centuries, pictures, photos, artefacts, stories, ancient.	
<b>Misconceptions</b>	History is the same as the past.	Old means not very good/useful anymore. A timeline tells the time.	A famous person is someone we all must know. Understanding the difference between national and international.		Pirates were not real people. Pirates no longer exist.	

Year 2	LOCAL STUDY	How are Rosa Parks and Malala Yousafzai similar/different?			What happened in the Great Fire of London?	What Were Castles Like Long Ago?
	Significant historical events, people and places in their own locality	To learn about 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			Learn about events beyond living memory that are significant nationally or globally.	Learn about events beyond living memory that are significant nationally or globally.
<b>Core vocabulary</b>	Past, present, long ago, now, then recently, years, decades, centuries, pictures, photos, artefacts, stories, timeline, chronological order, compare, past, present, similar, different.	Past, present, long ago, now, then recently, years, decades, centuries, pictures, photos, artefacts, stories, timeline, chronological order, compare, past, present, similar, different.			Past, present, long ago, now, then recently, years, decades, centuries, pictures, photos, artefacts, stories, timeline, chronological order, compare, past, present, similar, different, eye-witness, memory, artefacts, Historian, source, evidence.	Past, present, long ago, now, then recently, years, decades, centuries, pictures, photos, artefacts, stories, timeline, chronological order, compare, past, present, similar, different, eye-witness, memory, artefacts, Historian, source, evidence, monarch/monarchy.
<b>Misconceptions</b>	Understanding where Nuneaton lies within the micro and macro maps. Understanding timescales- travelling takes times.	Rosa Parks is a historical figure an even in the 20 <sup>th</sup> century. Understanding the chronology of the 2 significant figures.			Order of events. Understanding the speed of events. How different houses were built and materials used.	Every country does not have a monarch. Understanding of the hierarchy system of status. Dragons are mythical creatures.

By the end of Key Stage 1 children as **Historians** will:

- Recognise the difference between 'old' and 'new'.
- Know where some basic events fit on a timeline, relating to their topic.
- Place some basic events onto a timeline and use this to support the retelling of past events.
- Record some events onto a timeline.
- Know where some key people fit on a timeline.
- Remember a few significant names and dates.
- Use common words and phrases related to the passing of time (now, then, before).
- Say how something is the same or different in the past.

- Develop a sense of time and how fast things change (e.g., differences between changes in their / their parents / their grandparents' lifetimes).
- Say how lifestyles (work, school, play etc.) were the same or different in the past.
- Describe differences between 'then' and 'now'.
- Discuss the speed of change - sometimes in slow increments, sometimes in leaps.
- Show an understanding of some key events.
- Start to think about the reasons why things might change (e.g., improvements in technology / making life easier / more fun).
- Recount key events from the past in their own words and begin to explain why these events happened.
- Begin to think about the impact that historical events have had on modern life.
- Begin to understand why events being studied are important.
- Understand why people and events being studied are important.
- Begin to express preferences and justify them with evidence / facts (e.g., Who was the greatest explorer?)
- Ask and answer some historical questions.
- Sort pictures / objects / events into 'old' and 'new'.
- Ask and answer historically relevant questions.
- Use historical vocabulary (e.g., past, present, recently, years, decades, centuries).
- Compare events from different periods in history (e.g., different discoveries/voyages).
- Use pictures and photographs to extract some information about the past.
- Begin to recognise different ways we can learn about the past (e.g., from images, objects, stories, first-hand witnesses).
- Use a range of sources (e.g., pictures, photos, artefacts, stories, textbooks, field trips etc.) to extract some information about the past.
- Carry out a local history study

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>LOCAL STUDY Who Would Live in The Stone Age?</b>		<b>How Have People Helped? British History Heroes</b>		<b>Who Were the Ancient Egyptians?</b>	
	Changes in Britain from the Stone Age to the Iron Age. Local Study - Canals		Develop knowledge of local and British history on the wider timeline. Place events of British History on a timeline using dates.		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	
<b>Core vocabulary</b>	Chronology, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities, Pre-history,		Chronology, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities.		Chronology, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities Ancient, modern, civilisation. BC/AD.	

	Palaeolithic, Mesolithic, Neolithic. BC/AD.					
<b>Misconceptions</b>	May not be able to relate to the idea of no electricity, books, shops		May not realise how items they use today have changed over time		May not understand the chronology of the time.	
<b>Year 4</b>	<b>LOCAL STUDY</b>	<b>Tudors – Terrible or Terrific?</b>		<b>What Did the Romans Ever Do for Us?</b>		<b>Why Are the Mayans Mysterious?</b>
	All Saints Church	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		The Roman Empire and its impact on Britain.		A non-European society that provides contrasts with British history
<b>Core vocabulary</b>	Chronology, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities.	Chronology, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities, monarch/monarchy.		Chronology, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities ,Empire, Emperor, slave/ry. BC/AD.		Chronology, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities Ancient, modern, civilisation, BC/AD.
<b>Misconceptions</b>	That primary source is more important than a secondary source.	That King Henry VIII was always overweight/unfit.		Rome is a city in Italy. There were people who lived in Italy before the Roman Empire.		Maya refers to the civilisation. Mayan refers to a language.

By the end of Lower Key Stage 2 children as **Historians** will:

- Develop knowledge of local and British history on the wider timeline.
- Place events of British history on a timeline, using dates.
- Begin to understand the scale of history.
- Position a growing range of eras and events on a timeline (e.g., Ancient Egypt, Anglo-Saxons, Romans, Iron Age).
- Separate out timeline of Britain from global events and recognise that some events are more globally important than others.
- Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.
- Explore change at a local level, investigating the impact of national and global events.
- Ask and answer questions about changes, similarities, and differences.
- Begin to understand broader trends / themes over time.
- Question, investigate and give reasons for events in the past.
- Explore differences between different people living at the same time.
- Independently question the reasons behind historical events and changes.
- Give increasingly historically accurate answers to these questions.
- Describe how events/ people being studied have had an impact on the modern world.

- Express preferences and personal responses to topics being studied and back-them up with evidence / facts.
- Can ask and answer questions about how and why events/people are significant.
- Construct relevant questions about history and begin to suggest how these might be answered
- Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.
- Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources.
- Use historical terms correctly.
- Use a range of sources or artefacts (written, visual or oral) to learn more about the past.
- Consider the range of sources available when we study different historical periods
- Understanding that historical knowledge comes from a range of sources.
- Look at two versions of the same events identifying how they are similar/different.
- Question the accuracy of modern depictions of historical events.
- **Carry out a local history study**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>LOCAL STUDY</b> <b>What was it like to be a World War One Soldier?</b>		<b>Should a Poor Victorian Child have an Education?</b>		<b>Who were the Ancient Greeks and their Gods?</b>	
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		A study of Greek life and achievements and their influence on the western world	
<b>Core vocabulary</b>	Chronology, chronological, historic, pre-history, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities, propaganda, bias.		Chronology, chronological, historic, pre-history, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities, accurate, question,		Chronology, chronological, historic, pre-history, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities, Parliament,	

			investigate, impact, significant, empathy, local study links Sovereign.		Government, democracy, Empire, BC/AD.	
<b>Misconceptions</b>	Context of what was around at this time. Difference between modern and historical technology. State of the world. How this fits into the timeline of prior learning.		How this relates to WW1. Time frame. Differences in attitudes towards women and children.		BCE and CE How far back this topic actually is. Before Christians believe Jesus was born. Lack of technology compared to today. Wheels were advanced technology Concept that their inventions affect us in the modern day.	
<b>Year 6</b>	<b>LOCAL STUDY</b> <b>Why did they Invade and Settle?</b> <b>Anglo-Saxons and Vikings</b>	<b>How did World War Two Effect Everyday Life?</b> <b>Life in Britain during World War Two</b>			<b>What is the Legacy of the British Empire?</b> <b>The Windrush Generation</b>	
	Britain's settlement by Anglo-Saxons and Vikings. The struggle for power for the Kingdom of England.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.			A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	
<b>Core vocabulary</b>	Chronology, chronological, historic, pre-history, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities, impact, significance, bias, interpretation.	Chronology, chronological, historic, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities, impact, significance, bias, interpretation.			Chronology, chronological, historic, pre-history, timeline, era, evidence, sources, primary source, secondary source, artefact, archaeologist, differences/similarities, impact, significance, bias, interpretation, migrate, immigrant, citizenship, Mother Country, propaganda, equality, inequality,	



					ethnic minority, British Empire.	
<b>Misconceptions</b>	Understanding how historians use primary and secondary sources. Anglo-Saxons, Vikings and Normans are not linear history but overlap. Stereotypes about Anglo-Saxons and Vikings Interpretations of historical evidence	Understanding how historians use primary and secondary sources. Chronology of events in Britain and Europe/ wider world (WWII is not just a British event) Interpretations of historical evidence			Understanding how historians use primary and secondary sources. Interpretations of historical evidence Racial stereotypes Reasons people move voluntarily or involuntarily between countries. Impact of discrimination during historical periods and potential legacies	

By the end of Upper Key Stage 2 children as **Historians** will

- Develop a clear understanding of the order of the time periods that they have studied.
- Place world history events on a timeline using the correct dates and labels.
- Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).
- Comment on trends that happen over time.
- Annotate a timeline with historical terms and facts, showing a sense of historical scale.
- Discuss changes, similarities, and differences.
- Deepen understanding of trends/themes over time.
- Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)
- Ask and answer questions about changes, similarities and differences and challenge responses.
- Discuss and debate trends and themes over time.
- Describe changes across an historical period (considering social, political, cultural and technological changes).
- Ask and answer clear and accurate questions about what happened.
- Ask 'why' questions to further historical understanding.
- Debate and discuss different opinions about historical causes and effects.
- Ask and answer clear and accurate questions about the past.
- Discuss and compare a range of plausible causes and effects.
- Investigate and describe legacies for the modern world.
- Deepen their understanding that historical knowledge comes from a range of sources.
- Understand that there can be many versions of the same events in history, giving reasons why these may exist.
- Recognise that some events and people are more significant than others, and use evidence to back-up responses.
- Understand that historical knowledge comes from a range of sources.

- Recognise that some events and people are more significant than others, and use evidence to back-up responses.
- Understand that historical knowledge comes from a range of sources,
- Make links between historical events, changes and cultures across a range of periods studied.
- Select appropriate evidence to answer a question and recognise that there is often not a single 'right' answer to an historical question.
- Draw conclusions on what happened based on study a range of sources.
- Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question.
- Reach conclusions on what happened based on the study of a range of sources.
- Accept, reject and comment on how useful sources are when carrying out research.
- Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.
- Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.
- **Carry out a local history study**