



History Progression of Learning Wootton St Peter's CE Primary School

"We are not makers of history. We are made by history." Martin Luther King Jr.

National Curriculum Overview

Key Stage 1

Pupils should be taught about:

- ☆ Changes within living memory: Where appropriate, these should be used to ~~read~~ 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 ~~d~~ 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.

Key Stage 2

Pupils should be taught about:

- ☆ 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 ~~the~~ civilizations appeared and a depth study of: **Ancient Egypt**
- ☆ 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: **Mayan Civilization**
c. AD 900; Benin (West Africa) c. AD 900-1300.

Historical Knowledge

EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6
All Units					
<ul style="list-style-type: none"> ★ Talk about members of their immediate family and community ★ Name and describe people who are familiar to them. ★ Comment on images of familiar situations in the past. ★ Compare and contrast characters from stories including figures from the past. 	<ul style="list-style-type: none"> ★ Changes within living memory, revealing aspects of change in national life. ★ Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> ★ 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. 	<ul style="list-style-type: none"> ★ The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 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 	<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. ★ A local history study and the development of Oxford City 	<ul style="list-style-type: none"> ★ Ancient Greece - a study of Greek life and achievements and their influence on the western world. ★ A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 - War and Peace. ★ A non-European society that provides contrasts with British history - Mayan civilization c. AD 900.

<ul style="list-style-type: none"> ☆ Recognise that people have different beliefs and celebrate special times in different ways. 			
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Chronology

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6			
All Units						
<ul style="list-style-type: none"> ☆ That time passin sequential order. Use of sand timers to mark passage of time during CP activities. ☆ Model use of language of time through daily calendar (now, next, yesterday, tomorrow). ☆ To know that days of the week, seasons and times of the day go in order and repeat in sequence. 	<ul style="list-style-type: none"> ☆ Use words and phases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young. ☆ Put a few events, photos or objects in order of when they happened. ☆ Order events and people, I have studied using a simple timeline. ☆ 	<ul style="list-style-type: none"> ☆ Use words and phases to describe when things happened e.g. decade, century. ☆ Compare when the events took place (those I am studying in relation to those studied before e.g. Victorians) ☆ Give reasons for the order of events or people using vocabulary relating to the passing of time. 	<ul style="list-style-type: none"> ☆ Describe events and periods of time using the words; BC, AD, century, ancient. ☆ Describe events from the past using dates when things happened. ☆ Order the periods I am studying on a timeline and compare to events I already know about. ☆ Use a timeline to ack events and significant people for the period of time I am studying. 	<ul style="list-style-type: none"> ☆ Use words and phases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied. ☆ Place periods of history on a timeline showing periods of time. ☆ Use a timeline to ack events and significant people for the period of time I am studying. ☆ Use chronology to explain how an aspect of life has changed over more than one historical era. 	<ul style="list-style-type: none"> ☆ Use dates and historical vocabulary when ordering and comparing events from the past. ☆ Draw timelines to show a range of information e.g. periods of history, events, significant people. ☆ Use chronological to to show when places developed and how life has changed in the local area and an aspect of history e.g. Woodstock, Blenheim, space exploration. 	<ul style="list-style-type: none"> ☆ Use a timeline and dates to demonstrate changes and developments in aspects of life over time. ☆ Use a timeline to compare periods of history that I have studied so far. ☆ Use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Day to place events in the right place.

Interpretation of History

EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6	
All Units						
<p>★ To know the passage of time changes us all and the world around us in different ways.</p> <p>★ To understand that we need to change what we do/wear in response to this passage of time.</p>	<p>★ Talk about things that happened to me in living memory.</p> <p>★ Name some things that happened to other people or events in living memory.</p>	<p>★ Recount the life of someone famous who lived in the past and what they did.</p> <p>★ Make comparisons between some aspects of life in different time periods.</p>	<p>★ Say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past.</p> <p>★ Describe ^{one} similarities and</p>	<p>★ Suggest why certain events happened or people acted as they did in history.</p> <p>★ Explain some similarities and differences between people, events and</p>	<p>★ Research two versions of an event, identifying differences between them.</p> <p>★ Explain with clear reasons why there may be different accounts of history.</p>	<p>★ Explain how significant events have helped shape the country we have today.</p> <p>★ Summarise the main events from a specific period in history,</p>

	<ul style="list-style-type: none"> ☆ Identify objects from the past and say how I know. ☆ Identify the main differences between old and new objects/photos. ☆ Explain how my area was different in the past. ☆ Say why one person's memories of events might be different to that of someone else. 	<ul style="list-style-type: none"> ☆ Recall facts about significant local people from the past and explain how they have influenced life today. ☆ Suggest why people acted as they did, ☆ Identify some of the ways we find out about the past and know that some are more reliable than others. 	<p>differences between people, events and artefacts from the past.</p> <ul style="list-style-type: none"> ☆ Explain how events from the past have shaped our lives today. ☆ Say what is similar and different about two different accounts of the same event and how this can affect our understanding of history. ☆ Provide examples of how events in the past shaped people's lives over time and have influenced how we live today. 	<p>artefacts from the past and explain the significance of these.</p> <ul style="list-style-type: none"> ☆ Suggest the causes of key events and changes in the time periods I am studying. ☆ Identify differences in accounts of history and suggest reasons for these. ☆ Use evidence to describe some of the following and explain how they are similar or different in different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor 	<ul style="list-style-type: none"> ☆ Use historical sources to understand bias/contrasting arguments ☆ Decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor ☆ Make comparisons between different events in history; explaining things that have changed and things that have stayed the same. ☆ Explain why this might have happened using evidence. ☆ Explain how events in history are significant in British and World history. 	<p>explaining the order in which they happened.</p> <ul style="list-style-type: none"> ☆ Summarise how Britain has had a major influence on world history. ☆ Explain what Britain may have learnt from other countries and civilisations through time. ☆ Recognise and describe differences and similarities / changes and continuity between periods of history. ☆ Evaluate evidence to choose which is the most reliable form. ☆ Explain how people have points of view and this can affect their interpretation of the past. ☆ Give clear reasons why there might be different accounts of history.
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Historical Enquiry

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6			
All Units						
<ul style="list-style-type: none"> ★ To build understanding through historical role play scenarios, memory boxes, historical stories and personal experiences. ★ To begin to ask questions about what they 	<ul style="list-style-type: none"> ★ Recall events from the past from stories that have been read to me. ★ Ask and answer questions about artefacts and pictures from the past. ★ Give a plausible explanation about what an object was used for in the past. 	<ul style="list-style-type: none"> ★ Use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts ★ Use books to help me find out about the events I am studying. ★ Ask questions to find out about people/events in the past (who, what, when, 	<ul style="list-style-type: none"> ★ Ask and answer questions about how things were different in the past and how aspects of life have changed over time. ★ Suggest various sources of evidence to help me answer questions about the past. ★ Use more than one source to collect 	<ul style="list-style-type: none"> ★ Collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past. ★ Lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner. 	<ul style="list-style-type: none"> ★ Use a range of primary and secondary evidence. ★ Use artefacts to provide evidence, which I back up using other sources. ★ Distinguish between reliable and unreliable sources if evidence to answer questions about the past. 	<ul style="list-style-type: none"> ★ Give more than one reason to support an historical argument. ★ Confidently use a range of sources of evidence to change and continuity during periods studied. ★ Identify and explain propaganda and why someone might want to persuade another

<p>experience and see and extend their familiarity with historical words, supporting understanding across the domains.</p>	<p>☆ Use pictures and artefacts to say what was different in the past.</p> <p>☆ Find out about something in the past by asking someone who can remember the event.</p>	<p>why, where) (beyond living memory).</p> <p>evidence about the past e.g. photographs, written accounts, artefacts.</p> <p>☆ Ask historical questions based on evidence.</p>	<p>☆ Ask and answer questions about change, causes, difference and significance.</p> <p>☆ Lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.</p> <p>person about a version of events.</p> <p>☆ Lead my own enquiry into an aspect of World history and present my findings in a range of ways.</p>
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Organisation & Communication

EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6
All Units					
<ul style="list-style-type: none"> ★ To know that there are key words/vocabulary associated with the passage of time. For example: before, after, first, next, verbs with past tense ★ To understand the concept of before and after. 	<ul style="list-style-type: none"> ★ Explain my historical understanding through a range of practical and written activities. ★ Use pictures, drama, role play, build models and use timelines to present my work. 	<ul style="list-style-type: none"> ★ Explain my historical through a range of practical and written activities. ★ Can use photographs, written accounts and stories to present my understanding. 	<ul style="list-style-type: none"> ★ Use historical sources to create written narrative and structure accounts. ★ Select and organise information to answer a question, communicated for example, as a presentation, a poster, written form ★ Draw labelled diagrams and write about them to tell others about people, objects and events from the past. 	<ul style="list-style-type: none"> ★ Present my findings about the past using speaking, writing, ICT, drama and drawing skills ★ Communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out. 	<p>As in previous year groups but with greater depth and sophistication:</p> <ul style="list-style-type: none"> ★ Choose the most appropriate way to present my information, for an intended audience and purpose. ★ Use extended writing and presentations to explain key aspects of a time period.