St Jude's C of E Schools Federation History Progression Overview

History: (UOW)

2-3 years	3-4 years	In Reception
2 Year Olds **Past and Present** Develops a sense of belonging to their family or key carer Develops a sense of belonging to their teacher and Nursery group Recognises key people in their own lives Can name immediate family, relations and pets Enjoys stories, videos or photos of how people, animals or plants change over time Explores how they have grown and changed over time **People, Culture and Communities** Can show members of their family using photos or videos e.g. pointing when asked "where is Mummy?" Explores stories, photographs, videos about different people Can make connections between the features of their family and other Families e.g. My Mummy/Your Mummy Know they have a birthday and beginning to say how they celebrate using words or gestures e.g. pointing to a photo or saying balloons/cake In pretend play imitates everyday actions and events form own family, community and cultural background Enjoys exploring props, videos and photos of people who help us Knows there are similarities and differences between people. **3 Year Olds** **Past and Present** Talks about their immediate family and their role in the family Shares past family experiences Makes connections between the features of their family and other families Can sequence two events Shares and understands how they have grown and changed over time. Talks about past experiences with visual prompts Can say how old they are e.g. I am three **People, Culture and Communities** In pretend play imitates everyday actions, events from own family and cultural background Explores different events celebration by different groups of people through stories, photos and videos (Diwali/Christmas) Recognises and describes special times or events for family or friends To know that Christmas is a special day Listens to and retells stories about different people or characters and their way of life	**Past and Present** Uses and understands today, yesterday, 'now' and 'next'. Shares past family experiences Can identify similarities and differences between their family and other families Uses and understands 'then' and 'before' Begins to make sense of their own life-story and family's history Some things happened a very long time ago before living memory (e.g. dinosaurs) Uses terms 'old' and 'new' e.g. objects, toys and using pictures Can show some awareness of the time of day e.g dinnertime Can identify different stages of human development e.g. baby, child, adult Beginning to understand that people are older and younger than they are Understands they are moving into a new class and/or setting **People, Culture and Communities** Can talk about their family in detail and identify relationships within the family Continues to develop and show positive attitudes about the differences between people Talk positively about people and characters from stories, and different ways of life Recalls main events from the Christmas story knows why some families celebrate Christmas Knows about and can name events celebrated by different groups of people (e.g. Diwali, Eid, Easter) To know that some families celebrate Easter and what it represents	**Autumn 1** To know about their own life-story To have an awareness of how they have grown and changed over time To know how old they are and begin to know how to identify when they were born Know that people around them were born at different times and are older or younger than they are To know that people change as they age (baby, toddler, child, teenager, adult) Know that now refers to the current day **Autumn 2** Begin to know that the past refers to events that happened before a set time (or the current day) e.g. Remembrance Sunday To begin to know about significant people and events from the past (e.g. Guy Fawkes) To begin to know about the past through settings, characters and events encountered in books read in class and storytelling **Spring 1** To talk about the lives of the people around us. To comment on familiar situations in the past **Spring 2** To begin to know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (farm) **Summer 1** To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (e.g. pirates) To know about the past through settings, characters and events encountered in books read in class and storytelling (pirates)

Children at the expected level of development will (ELG):

- **Talk about the lives of the people around them and their roles in society**
- **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.**

St Jude's C of E Schools Federation History Progression Overview

History: End of Key Stage One National Curriculum Expectations				
Chronological Understanding	**Knowledge and understanding of events, people and changes in the past**	**Historical interpretation**	**Historical Investigations**	**Presenting, Organising and Communicating**
KS1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Learn 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.	**KS1:** Identify similarities and differences between ways of life in different periods. Learn about he lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. Learn about significant historical events, people and places in their own locality.	**KS1:** They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	**KS1:** They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	**KS1:** They should use a wide vocabulary of everyday historical terms.

Year 1	Year 2
Chronological Understanding ✓ Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Order information on a timeline. ✓ Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. ✓ A decade is 10 years. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago, decade). ✓ A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right. Begin to order information on a timeline **Knowledge and understanding of events, people and changes in the past** ✓ Aspects of everyday life include houses, jobs, objects, transport and entertainment were different in the 1950s Describe an aspect of everyday life within living memory. ✓ Significant historical events include those that cause great change for large numbers of people. Describe a significant historical event in British history (Coronation)	**Chronological Understanding** ✓ A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use the historical terms year, decade and century. ✓ A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order. **Knowledge and understanding of events, people and changes in the past** ✓ . Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Describe the everyday lives of people in a period within or beyond living memory. ✓ Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places.

St Jude's C of E Schools Federation History Progression Overview

- ✓ Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Describe changes within or beyond living memory.
- ✓ A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Understand the term significant and explain why a significant individual is important. Describe the role of a monarch.
- ✓ Significant historical events include those that cause great change for large numbers of people. Identify some key features of a significant historical event beyond living memory.
- ✓ Identifying similarities and differences helps us to make comparisons between life now and in the past. Identify similarities and differences between ways of life within or beyond living memory.
- ✓ Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history.

Historical interpretation

- ✓ Historical sources include artefacts, written accounts, photographs and paintings. Begin to express an opinion about a historical source

Historical Investigations

- ✓ Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Use a range of historical artefacts to find out about the past.
- ✓ Historical artefacts are objects that were made and used in the past.
- ✓ First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion. Begin to express an opinion about a historical source.

Presenting, Organising and Communicating

- ✓ Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods.
- ✓ Words and phrases used to describe the passing of time include now, yesterday, last week and last year. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago, decade).

- ✓ Significant events affect the lives of many people over a long period of time and are sometimes commemorated. Explain why an event from the past is significant.
- ✓ Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Describe how an aspect of life has changed over time (exploration For example, early explorers used sailing ships and modern explorers use rockets.
- ✓ Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British history (activists, explorers)

Historical interpretation

- ✓ A viewpoint is a person's own opinion or way of thinking about something. Use historical sources to begin to identify viewpoint.
- ✓ Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Use historical models to make judgements about significance and describe the impact of a significant historical individual.
- ✓ A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.

Historical Investigations

- ✓ Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Begin t ask questions.
- ✓ A memorial is something made to remind people of a significant person or event.

Presenting, Organising and Communicating

- ✓ Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, fact file, quiz, story or biography.
- ✓ Use historical terms such as decade and century

St Jude's C of E Schools Federation History Progression Overview

Leading to KS2				
Chronological Understanding	**Knowledge and understanding of events, people and changes in the past**	**Historical interpretation**	**Historical Investigations**	**Presenting, Organising and Communicating**
Comprehension of time, including the language of time; recognising how the past can be divided up into different times; understanding that there are similarities, differences and connections between eras; perceiving that trends may be identifiable over time.	Growing breadth and depth of historical knowledge and understanding of the past, including, how and why some things change and others remain the same (change and continuity), why events take place (causation), the outcomes that follow (consequences) and making judgements about the historical significance of people and events.	Awareness that the past can be seen in a variety of ways because people make inferences or deductions from sources as we cannot be certain of much that actually happened	The process of asking questions about the past, and, answering those questions by using and evaluating historical sources.	The ability to show what has been found out in a variety of different ways, including using historical vocabulary
KS2: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	**KS2:** Study connections and contrasts over time Study trends over time -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	**KS2:** understand how our knowledge of the past is constructed from a range of sources.	**KS2:** Address historically valid questions about change Address historically valid questions about cause Address historically valid questions about similarity and difference Address historically valid questions about significance Devise historically valid questions about change, cause, similarity and difference, and significance.	**KS2:** construct informed responses that involve thoughtful selection and organisation of relevant historical information Develop appropriate use of historical terms