



Pines Primary School Curriculum - Progression of knowledge and skills

Subject: History

Year Group	Knowledge	Skills			Vocabulary
		Chronological Understanding	Knowledge and interpretation	Historical Enquiry	
EY	<p><u>40-60m</u></p> <ul style="list-style-type: none"> •Developing an understanding of growth and changes over time. – Children will be able to talk about how they and family members have changed, between being a baby growing into a child/adult. •Looks closely at similarities, differences, patterns and change. - Seasons <p><u>Early Learning Goal:</u></p> <ul style="list-style-type: none"> •Remembers and talks about significant events in their own experience. •Recognises and 	<ul style="list-style-type: none"> •Listens to and responds to others in conversation. •To begin to ask how and why questions. •Enjoys joining in with family customs and routines. •The children will learn to talk about memorable events. •The children will find out about the experience of others through asking how and why questions. •To look at pictures and notice and talk about changes with themselves and their families. •Children talk about changes. •Shows interest in the lives of people who are familiar to them. 			<p>Today, yesterday, tomorrow, day, week, month, old, new, past, present, parent, grandparent, memory, remember, clue</p>

	describes special times or events for family or friends. – Birthdays, siblings being born		
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	<ul style="list-style-type: none"> •Children talk about past and present events in their own lives and in the lives of family members- share personal family events Home learning projects for children to share. 		
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1	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the 	<ul style="list-style-type: none"> -Sequence up to 3 events in chronological order. -Use historical phrases. -Use stories to help retell something from the past. 	<ul style="list-style-type: none"> -Tell the difference between the past and present. -Recognise why we celebrate significant individuals and events. -Begin to identify objects from the past. 	<ul style="list-style-type: none"> -Ask and answer simple questions about the past using sources such as pictures and stories. 	<ul style="list-style-type: none"> Old, new, a long time ago. Artifacts, sources. Timeline, past, present, future.
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2	<p>past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> -Begin to use a timeline to sequence 3 people, events or objects in order. -Recount changes in own lifetime. - Use historical words, phrases and begin to use own opinion. 	<ul style="list-style-type: none"> -Use a variety of sources and information to describe significant events and people from the past. -Describe differences between then and now. 	<ul style="list-style-type: none"> -Ask and answer questions such as: 'what was it like for...?', 'what happened in the past?', 'How long ago did happen?' -Begin to research specific events and people. 	<p>Before, after, then, now, recently, later. Chronological order, year, decade, century. Opinion, research, primary sources and secondary sources.</p>
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3	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • Local History Study. • Ancient Egypt. 	<ul style="list-style-type: none"> -Use a timeline to place events in order. -Understand the concept of BC and AD. -Use historical words and phrases and use reasoning to 	<ul style="list-style-type: none"> -Recognise important events in British history and show on a timeline. -Explain why certain events happened / certain people acted in the way they did. -Describe similarities and differences between events, people and objects. 	<ul style="list-style-type: none"> -Begin to use sources to answer their questions on specific events and to piece together information. -Research a specific event. -Present findings about the past. 	<p>BC, AD, century, millennia. Neolithic, community, hunter-gatherer. mummification, hieroglyphics.</p>
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		express an opinion.			
4	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> -Sorting recent history on a timeline using centuries to divide the past and present. -Names, places and dates of significant events. 	<ul style="list-style-type: none"> -Explain how and why changes have occurred associated with invasion, conquering or religious differences. - To begin to describe how some past events/people affect life today. 	<ul style="list-style-type: none"> - Understand the reliability of sources and give reasons why there may be different accounts of the same event. -Understand the differences between primary and secondary sources. -Use a variety of sources to answer questions. -Use dates and terms correctly. 	<p>Era, period, settlement, invader, empire, emperor.</p> <p>Norse, Wessex, long boat.</p>
5	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> -Use and draw a timeline to place and sequence local, national and international events. 	<ul style="list-style-type: none"> - Give some causes and consequences of the main events, situations and changes in the period studied. 	<ul style="list-style-type: none"> -Look at and discuss different versions of the same event. -To know that artifacts help us to understand more about lives in the present and past. 	<p>Civilisation, Ancient, Gods and Goddesses, myths.</p> <p>Monarch, heir, protestant, catholic.</p>

	<p>-The Tudors.</p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations - Ancient Greece. <p>A non-European society that provides contrasts with British history – e.g. Mayans, Benin or Baghdad.</p>	<p>--Identify changes within and across historical periods.</p>	<p>-Make comparisons between historical periods.</p> <ul style="list-style-type: none"> - To begin to understand the process of parliament/government. -Show how past events have helped shape the country we have today. 	<p>-Choose and use a range of reliable sources of evidence to answer questions.</p> <ul style="list-style-type: none"> -Begin to understand that there is often not just one answer to historical questions. -Begin to use hypotheses to answer questions. 	
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<p>6</p>	<p>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -World War 2.</p> <p>Beyond Face Value - Propaganda.</p> <p>Short Local history study (Victorians)•</p>	<p>-Use a timeline to place events, periods and cultural movements from around the world. -Use key historical periods and people as reference points: BC, AD, Romans, Vikings, Victorians etc.</p>	<p>-Summarise the main events of a specific period in history. -Recognise and describe the main similarities and differences from different periods of history. -Describe how changes affect life today. -Make links between some features of past societies.</p>	<p>- Select the most appropriate source of evidence for a particular task. -Identify and use different sources of information and artefacts. -Form own opinion about different historical events. -Describe how the author of a source may be intending to persuade the reader. -Explain their understanding of Propaganda. -Present findings and information in an organised and clearly structured way.</p>	<p>Social, religious, political, technological and cultural. Propaganda, reliability, persuasive. Victorians, factory, revolution, industrial.</p>
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