

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Have an awareness of the past using common words and phrases using the passing of time. Know where the people and events they study fit within a chronological framework. Use a wide vocabulary of everyday historical terms. 		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Develop the appropriate use of historical terms. 			
	ELG: Past and Present -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.	<ul style="list-style-type: none"> Use simple timelines to sequence processes, events, objects within their own experience More confident in use of terms <i>old</i> and <i>new</i> Uses terms <i>then</i> and <i>now</i> correctly and is comfortable with the term <i>the past</i> Understands that the world was different in the olden days Can follow logic of fiction titles such as <i>Once there were giants</i> 	<ul style="list-style-type: none"> Can sequence within clock and calendar time; Can sequence parts of more complex story where action takes place over long period of time. Children realise that we use dates to describe events in time e.g. 1666 for the Great Fire of London. Children can use phrases such as 'over three hundred years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time. 	<ul style="list-style-type: none"> Use a timeline to place historical events in chronological order. Understand that a timeline can be divided in BC (Before Christ) and AD (Anno Domini). Describe dates and order significant events from the period studied. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. <ul style="list-style-type: none"> Understand how some historical events occurred at the same time in different locations (Ancient Egypt and Prehistoric Britain)

National Curriculum.

Pupils should be taught to:

- Identify similarities and differences between ways of life in different periods.

- Can give simple reason/consequences why a real person acted as they did in an historical situation.
- Recall some facts about people/events before living memory.

- Can give clear explanation of an important event, offering 2 or 3 reasons why an event took place.
- Children give a few reasons for more complex human actions.
- Use information to describe the past (differences between then and now).
- Recount the main events from a significant event in history.

National Curriculum.

Pupils should be taught to:

- Note connections, contrasts and trends over time.

- Use evidence to describe the culture and leisure activities from the past.
 - Use evidence to describe the clothes, way of life and actions of people in the past.
 - Use evidence to describe buildings and their uses of people from the past

- Use evidence to describe what was important to people from the past.
- Use evidence to show how the lives of rich and poor people from the past differed.
- Describe similarities and differences between people, events and artefacts studied.
- Describe how some of the things studied from the past affect/influence life today.

- Choose reliable sources of information to find out about the past.
- Give own reasons why changes may have occurred, backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how historical events studied affect/influence life today.
- Make links between some of the features of past societies (e.g. religion, houses, and society technology).

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- Make links between some of the features of past societies (e.g. religion, houses, and society technology).

Historical Interpretation		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented 		National Curriculum <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 			
		<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. <ul style="list-style-type: none"> Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past

Historical Enquiry		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none">Ask and answer questions		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none">Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		
	<ul style="list-style-type: none">Identify different ways in which the past is represented.Explore events, look at pictures and ask questions	<ul style="list-style-type: none">Identify different ways in which the past is represented.<ul style="list-style-type: none">Ask questions about the past.Use a wide range of information to answer questions.	<ul style="list-style-type: none">Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.<ul style="list-style-type: none">Ask questions and find answers about the past.	<ul style="list-style-type: none">Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.<ul style="list-style-type: none">Ask questions and find answers about the pas	<ul style="list-style-type: none">Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.<ul style="list-style-type: none">Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.	<ul style="list-style-type: none">Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.<ul style="list-style-type: none">Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.Investigate own lines of enquiry by posing questions to answer.

Organisation and Communication	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Choose and use parts of stories and other sources to show that they know and understand key features of events. 		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 			
	<ul style="list-style-type: none"> Sort events or objects into groups. Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self- directed project or research about the studied period. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self- directed project or research about the studied period.
Greater Depth	<ul style="list-style-type: none"> Ask relevant questions using a range of historical sources provided State appropriate reasons why an event occurred in the past and its impact on their lives 	<ul style="list-style-type: none"> Explain and summarise significant events of people and the past Present a viewpoint and give reason why an event occurred 	<ul style="list-style-type: none"> Reflect and explain how events from the past have shaped their lives today Form reasoned arguments for why events from the past are interpreted in different ways 	<ul style="list-style-type: none"> Give reasons for trends and changes by analyzing a range of evidence/ sources Explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other 	<ul style="list-style-type: none"> Make connections and comparisons between the past and present through explaining and justifying their reasons Adapt their ideas and viewpoints as new historical information arises 	<ul style="list-style-type: none"> Create their own hypothesis about the past, formulating their own theories about reasons for change Use a range of concepts and ideas to compare and critically analyse events from the past

Lunsford Primary School Area of Study History History Progression Map

	Autumn		Spring		Summer	
Year 1		Journeys – Neil Armstrong		Changes in our living memory		Victorians
Year 2		Significant individuals Guy Fawkes – Remembrance.		Great fire of London	Kent castles	
Year 3	Romans in Britain		Stone Age and the Bronze Age to the Iron age			
Year 4	Ancient Egyptians	WW2 in Kent				Anglo Saxon
Year 5	Vikings and Anglo – Saxons			Ancient Greeks	Local study Titanic	
Year 6	Mayan civilisation		Crime and punishment		Local study with all of the above	