



HISTORY CURRICULUM PROGRESSION

Gayton Primary School

	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> - Use simple words and phrases to describe the past, e.g. before, after, between, before I was born. - Sequence events in their lives and recognise the passage of time through birthdays. - Begin to use very simple timelines to order some recent events. - Sequence 3 or 4 artefacts from distinctly different periods of time 	<ul style="list-style-type: none"> - Use more complex phrases to describe the passage of time, e.g decades ago, last century, a long time ago, when Grandma was little, - Sort recent historical studies into a broad chronological order - Use a simple timeline to order their historical studies, 	<ul style="list-style-type: none"> - Accurately use dates and historical terms related to the study unit. - Understand the concept of decades and centuries - Use a timeline with dates including BC and AD to place the times studied. 	<ul style="list-style-type: none"> - Use a full range of historical terms related to the period and begin to date events - Use a timeline to place events and periods. Understand that that periods studied can be concurrent or sequential - Understand and calculate time periods from BC to AD 	<ul style="list-style-type: none"> - Know and sequence key events of time studied - Use relevant terms and period labels - Be able to place period studied on a timeline alongside other periods studied. 	<ul style="list-style-type: none"> - Place current study on time line alongside other periods studied. - Know key dates and events in periods studied.
Change, cause, similarity, difference and significance.	<ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> - Recognise the similarities and differences between past and present in their own and others' lives. 	<ul style="list-style-type: none"> - Explain what they think is important about the past and explain reasons why. - Identify important changes that happened at the time being studied. 	<ul style="list-style-type: none"> - Compare and contrast daily life between periods studied and with life today. -Understand that life in periods studied was different for different groups of 	<ul style="list-style-type: none"> - Look for similarities and differences in periods studied, and offer simple explanations for them. - extend understanding that life in periods studied was 	<ul style="list-style-type: none"> - Examine causes and results of changes and their impact on different groups of people - Describe changes within a historical period from different perspectives, eg 	<ul style="list-style-type: none"> - Devise historically valid questions about change, cause, similarity and difference. - Note connections, contrasts and trends over time in periods studied.

				people, e.g. men and women	different for different groups of people e.g. conquerors and the conquered, citizens and slaves. - consider the long-term impact of Ancient cultures.	political or cultural. - Make comparisons between different periods studied. - consider the long and short term significance (impact) of people and events in the period studied.	- Compare beliefs and behaviours between times studied. - Begin to understand significance
Sources and Interpretations of history	- Understand the past through settings, characters and events encountered in books read in class and storytelling.	- Sequence photographs etc. from different periods of their life -Match objects to people of different ages - identify old and new from artefacts - find answers to simple questions about the past from sources of information e.g. artefacts and photographs.	- Sequence artefacts closer together in time. - Use a range of simple historical sources to devise historical questions. - use, observe or handle sources to answer questions about the past on the basis of simple observations. - Recognise why people did things, why events happened and	- Use a wider range of more complex sources of primary and secondary evidence, including books and the Internet for research. - Choose and discriminate between the range of information available and pick the most suitable to answer questions. - Understand that events from the past are	- Identify the most useful sources for a particular task from a range of different primary and secondary sources, including books and the internet. - understand that some sources are limited. - Give reasons for change through analysing evidence - Distinguish between different sources – compare	- identify differences between versions of events Begin to evaluate their reliability and suggest reasons for the differences. - make conclusions about the past using a wide range of evidence, adapting ideas as new evidence is offered, especially recognised historical interpretations.	- Understand that sources may differ because of opinion, bias and propaganda. Understand the difference between primary and secondary sources, and begin to evaluate their usefulness based on their provenance. - Give a balanced interpretation of the past using different points of view.

		- Know and recount episodes from stories about the past	what happened as a result.	represented in different ways	different versions of the same story - Identify reasons for and results of people's actions	- Begin to identify sources as primary and secondary sources	
Historical Knowledge	Personal History: Understand the concept of past by considering their own history.	Develop a simple awareness of the past: Personal History: Develop a sense of change and continuity over a longer period through a study of their own toys and those of their parents and grandparents generations. Local History: Develop a simple awareness of the past of the local area through a study of the origins of the school house names. Know some of the main events and people in the history of Port Sunlight.	Be able to identify old from new, and recognise that some people and events in the past are important. Local History: Extend their knowledge of the history of the local area. British History: Learn about key people and events in British History – Gunpowder Plot and Fire of London.	Understand that daily life was different in different places at the same time. Understand the link between history and geography. World History: Learn about what the earliest civilisations, linking Geography to History, and considering the impact of writing. This is followed by a depth study into daily life in Ancient Egypt. British History: Understand early British History through a study of Stone Age to Iron Age Britain, considering key changes in daily	Understand that places and people may be linked in different historical studies. Understand that some events in the past still affect people's lives today. World history: Know about daily life in Ancient Greece and its long term influence on the Western world, including democracy, maths and science, architecture and language (via the Romans). Understand that the Classical Greeks traded with and eventually ruled the Ancient Egyptians.	Understand that various factors cause events and change, eg. resources, religion, technology, trade, geography. World History: Know about Early Islamic Civilisation through a study of 9 th Century Baghdad, advances in maths and science and their long-term impact. British History: Understand the link between the end of Roman British history and the settlement of Britain by the Anglo Saxons and Scots. Know about the struggle for power between the Anglo	Understand that there are connections and trends over long periods of history, British History: Long term study of developments in warfare, starting at the end of the Anglo-Saxon period through to the Battle of Britain. Through a study of technological change, know some key events and political struggles in British history. Local History: Know about changes to daily life through a study of the local impact of WW2, notably the different effects on

		<p>British and World History Know the history and achievements of some famous explorers of the last 500 years to build a sense of time beyond memory; Columbus, Shackleton and Armstrong.</p>		<p>life and how we know about them. Understanding that this period is concurrent with Egyptian History studied.</p>	<p>Understand the link between the end of Ancient Greece, Ancient Egypt, and Iron Age Britain, with the growth of the Roman empire</p> <p>British History: Know that the Romans came to Britain, changed daily life and government systems, and had a lasting impact through language, settlements (including Chester) and technology.</p>	<p>Saxons and Vikings, and know this is a key turning point in English political and religious history.</p>	<p>men, women and children, and on urban, industrial and rural areas.</p>
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