

Forty Hill CE Primary School - History Curriculum Progression

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In Year Knowledge	<p>Chronology focus period – Prehistory</p> <p>Other historical study – Significant people and changes within living memory and in our own locality</p>	<p>Chronology focus period - Stone, Bronze and Iron Age</p> <p>Other historical study – Events beyond living memory that are significant nationally or globally</p> <p>Significant people and changes within and beyond living memory</p>	<p>Chronology focus period – Roman Britain</p> <p>Other historical study – Local history study</p> <p>Historical sources and how these construct history</p>	<p>Chronology focus period – Anglo-Saxon settlement</p> <p>Other historical study – Ancient Egypt</p> <p>The impact of explorers and adventurers</p>	<p>Chronology focus period – The Vikings</p> <p>Other historical study – Ancient Greece</p> <p>The sinking of the Titanic</p>	<p>Chronology focus period – The Mayans</p> <p>Other historical study – World War II</p>
Chronology, knowledge and understanding of history	<p>Make comments about things (features, events, people and themes) from the past</p> <p>Sequence a few events or related objects</p> <p>Use a number of time terms, such as 'now', 'then', 'yesterday', 'days', 'week', 'month', 'year', 'nowadays', 'past', 'old' and 'new'.</p>	<p>Describe some features, events, people and themes from the past</p> <p>Sequence a few events, objects or pieces of information on a timeline</p> <p>Use a wider range of "time" terms including: recently, before, after, now, later</p> <p>Use past and present when describing events</p>	<p>Talk or write about features, events, people and themes from the past, including some details</p> <p>Place events, objects, themes and people from my history topic on a timeline</p> <p>Use some "historical period" terms including: "century", "decade", "BC"/"BCE", "AD"/"CE"</p>	<p>Talk or write about the past, include detail; make some connections with features of other periods studied</p> <p>Place a number of events, objects, themes and people from topics studied on a timeline</p> <p>Use some dates and historical period terms.</p>	<p>Talk or write about the past, include detail; include ideas which show some understanding of what things were like before and after this at local, national and world levels</p> <p>Place historical periods studied as well as information about my topic on a timeline</p> <p>Use dates and historical period terms accurately</p>	<p>Talk and write about the past, include good detail; put ideas in context (chronological and scale)</p> <p>Use a timeline to sequence local, national and international events as well as historical periods</p> <p>Use historical periods as reference points</p>
Continuity and change (during and between	/	Point out some similarities and differences between	Point out some similarities and differences between	Describe some changes in the historical period	Describe changes within and between periods and societies	Describe and make some links between events, situations and

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periods)		aspects of own life and the life of people in the period learning about	aspects of life at different times in the past	studying	learned about	changes within and between different periods and societies
Diversity (within a period)	/	Point out some similarities and some differences between the ways of life different people living at the time learning about	Describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history studying	Describe similarities and differences between some people, events and beliefs in the period of history studying	Describe similarities and differences in society, culture and religion in Britain	Describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world
Cause and consequence	/	Make some comments about why people did things, why events happened and what happened as a result	Pick out some reasons for and results of people's actions and events	Suggest reasons for and results of people's actions and events	Give some reasons for and results of historical events, situations and changes	Explain my suggestions when giving reasons for and results of historical events, situations and changes
Significance	/	/	Point out which people were historically important	Suggest which people were historically important	Suggest which people and causes and consequences of change are more important	Explain which causes and consequences are the most significant
Using & understanding sources of evidence	Pick out information about the past from sources like pictures, objects and stories	Use information from more than one source in answers	Compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences	Comment on the usefulness and accuracy of different sources of evidence	Suggest some reasons why there are different accounts and interpretations of the past	Take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness
Understanding historical interpretation	/	Talk about some of the different ways that the past is recorded/represented [I can name some types of things which tell us about the past]	Say which sources (from a selection) are likely to be the most useful for a task	Identify primary and secondary sources of evidence	Compare sources of evidence to help me identify reliable information	Explain evaluation of particular pieces of information and particular sources
Communicating ideas in history	Talk, draw and write to show ideas	Make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to	Present my findings about past using my speaking, writing, maths (data handling), ICT, drama and	In written work, try to: - organise answers well - state conclusions - give reasons for	Written answers are well rounded with: well organised with clear conclusions supported by evidence	Select, organise and use relevant information to produce structured work, making appropriate



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		show ideas	drawing skills	ideas - use some dates and historical terms	(from sources) and reasons make good use of dates and historical terms	use of dates and terms.
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