



Progression

At Greatham, each history unit is a coherently planned sequence of lessons to ensure teachers have progressively covered the skills and concepts required in the National Curriculum. The aims of our history curriculum are to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning.

Across the history curriculum, we aim to cover a range of historical concepts. These include; Cause and consequence, continuity and change, historical significance, historical perspectives and interpretations of the past. The historical enquiry skills we aim to cover across the curriculum include; Asking and investigating questions, using evidence and drawing/communicating conclusions.

At Greatham, we aim to deliver History in a way which inspires our pupils' curiosity. A high-quality history education helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our History curriculum will encourage children to ask perceptive questions, think critically, weigh evidence and analyse sources to develop perspective and judgement. Ultimately, we want our children to see themselves as historians. We aim for children to leave Greatham with a sense of identity, noting how events and significant people through history have helped influence or shape the lives we live today.

EYFS	
Understanding the World (People and Communities)	Understanding the World (The World)
Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<ul style="list-style-type: none"> • Pupils should be taught 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 [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Pupils should be taught about: • 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 civilizationc. AD 900; Benin (West Africa) c. AD 900-1300.

	EYFS	KS1	LKS2	UKS2
Chronological Understanding	<p>Nursery</p> <ul style="list-style-type: none"> • Retell a simple past event in correct order (e.g. went downslide, hurt finger). (Speaking 30- 50m) • Remember and talk about significant events in own experience? (P&C 30- 50m) • understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night. <p>Reception</p> <ul style="list-style-type: none"> • Talk about past and present events in own life and in the lives of family members • understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night 	<p>KS1 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sequence artefacts and events that are close together in time; • order dates from earliest to latest on simple timelines; • sequence pictures from different periods; • describe memories and changes that have happened in their own lives; • use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use an increasing range of common words and phrases relating to a passing of time • sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> • order an increasing number of significant events, movements and dates on a timeline using dates accurately; • accurately use dates and terms to describe historical events; • understand and describe in some detail the main changes to an aspect in a period in history; • understand how some historical events/periods occurred concurrently in different locations, e.g. Ancient Greeks and The Maya • describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>Nursery</p> <ul style="list-style-type: none"> • understanding of growth, decay and changes over time? • Comment and ask questions about aspects of familiar world such as the place where I live or the natural world? • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened?, why, because <p>Reception</p> <ul style="list-style-type: none"> • Make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) • Look closely at similarities, differences, patterns and change? (The World 40-60m) • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain? 	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • recognise some similarities and differences between the past and the present; • identify similarities and differences between ways of life in different periods; • know and recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did; • identify what happened as a result of these events from the past; • describe significant individuals from the past. 	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes; • find out about the everyday lives of people in time studied compared with our life today; • explain how people and events in the past have influenced life today; • identify key features, aspects and events of the time studied; • describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of great events and the impact these had on people; • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. • compare the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. • use evidence to support arguments
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical interpretations</p>	<p>Nursery</p> <ul style="list-style-type: none"> • Listen to stories about the past. • Have an awareness that stories are set in the past. • Know that some objects and artefacts are older. <p>Reception</p> <ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Ask adults about the past and how it was different. 	<p>KS1 History National Curriculum</p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • start to use stories or accounts to distinguish between fact and fiction; • explain that there are different types of evidence and sources that can be used to help represent the past. • Discuss reliability of photos/ accounts/stories • Compare adults talking about the past – how reliable are their memories? • describe changes within living memory and aspects of change in national life 	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> • find and analyse a range of evidence about the past and make comparisons between aspects of periods of history and the present day • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. • start to understand the difference between primary and secondary evidence and the impact of this on reliability; • begins to understand how our knowledge of the past is constructed from a range of sources and evaluate them (including accuracy). 	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past and make comparisons between aspects of periods of history and the present day • use a range of evidence and link sources to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • Understand in more detail, the difference between primary and secondary evidence and the impact of this on reliability; • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion; • know that people in the past represent events or ideas in a way that may be to persuade others; • understand how our knowledge of the past is constructed from a range of sources and evaluate them (including accuracy/reliability); • Be aware that different evidence will lead to different conclusions
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Historical Enquiry	<p>Nursery</p> <ul style="list-style-type: none"> Decide what is new and old. <p>Reception</p> <ul style="list-style-type: none"> Ask questions about their own life and the environment around them; 	<p>KS1 History National Curriculum</p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. sort historical objects from 'then' and 'now' ask and answer relevant basic questions about the past ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. 	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence and compare to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; Address and sometimes devise historically valid questions about change, cause, similarity and difference; Bring knowledge gathered from several sources together in a fluent account.
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	<p>Nursery</p> <ul style="list-style-type: none"> • through play, show their understanding of their life and the lives of others <p>Reception</p> <ul style="list-style-type: none"> • through play, tell stories and act out their understanding of their lives and the lives of others. 	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • show an understanding of and use historical terms • talk, write and draw about things from the past; • use historical vocabulary to retell simple stories about the past; • use drama/role play to communicate their knowledge about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; • start to present ideas based on their own research about a studied period. • note connections and contrasts over time and show developing appropriate use of historical terms • explain what I have learned in an organised and structured way, using appropriate terminology • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; • make confident use of a variety of sources for independent research (plan and present a self-directed project or research about the studied period) • provide an account of a historical event based on more than one source • note connections, contrasts and trends over time and show some use of historical terms
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