



Wellington Area Rural Federation



History Progression of Skills and Knowledge

National Curriculum Objectives for History

EYFS

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

	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt • Ancient Greece – a study of Greek life and achievements and their influence on the western world • 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 study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • a non-European society that provides contrast with British history - Mayan civilization c. AD 900 • a local history study 	



	Year 1/2	Year 3/4	Year 5/6
Chronology	For instance: Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates	For instance: Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a time-line Use correct terminology to describe events in the past	For instance: As Year 3/4, and Use greater depth and range of knowledge
Historical Terms	For instance: Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my.... were younger, years, decades, centuries	For instance: Develop use of appropriate subject terminology, such as: empire, civilisation, trade, legacy,	For instance: Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
Historical Enquiry	For instance: Ask and begin to answer questions about events (When? What happened? What was it like? Why? Who was involved?) Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways	For instance: Ask and answer questions about the past, considering change, cause, similarity, difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data	For instance: Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data



	Year 1/2	Year 3/4	Year 5/6
Interpreting History	For instance: Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays	For instance: Be aware that different versions of the past may exist and begin to suggest reasons for this	For instance: Understand that the past is represented and interpreted in different ways and give reasons for this
Change and Continuity	For instance: Discuss change and continuity in an aspect of life, e.g. holidays	For instance: Describe and begin to make links between main events, situations and changes within and across different periods and societies	For instance: As Year 3/4, and Use a greater depth of historical knowledge
Causes and Consequences	For instance: Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events	For instance: Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes	For instance: Begin to offer explanations about why people in the past acted as they did
Similarities and Differences	For instance: Identify similarities and differences between ways of life in different periods, including their own live	For instance: Describe some of the similarities and differences between different periods, e.g. social, belief, local, individua	For instance: Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
Significance	For instance: Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why	For instance: Identify and begin to describe historically significant people and events in situations	For instance: Give reasons why some events, people or developments are seen as more significant than others