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History Curriculum & Progression of Skills Overview

Contexts covered across the school (2-year cycle: Cycle A/Cycle B)			
EYFS	KS1	LKS2	UKS2
<p>Ourselves and Our Family (<i>People and communities, Speaking and Understanding</i>)</p> <p>Space (<i>The World, Speaking and Understanding</i>)</p> <p>Toys from Now and Then (<i>People and Communities, Speaking and Understanding</i>)</p> <p>[EYFS runs on a one-year cycle]</p>	<p>The Great Fire of London Changing use of the VI William The Conqueror</p> <p>The First Moon Landing Guy Fawkes/Gunpowder Plot <i>Science: John McAdam</i></p>	<p>Stone Age/Iron Age Britain Ancient Egypt</p> <p>Romans in Britain Mayans</p>	<p>Britain's Settlement by Anglo-Saxons Vikings vs Anglo Saxons in England Effects of WWII on Liverpool <i>Geography: Aboriginal Australia/Colonialism</i></p> <p>Remembrance Fashion in the 20th Century [Thematic] Ancient Greece <i>Literacy: The Titanic</i></p>

Progression of Skills - History

Pupils are taught the knowledge, understanding and skills needed to engage in historical enquiry
Below are the skills and endpoints for each phase.

EYFS

Children at the expected level of development will:

- Answer how and why questions about their experiences and in response to stories or events
- Explain how they have changed since they were born
- Explain how some people have helped us to have better lives
- Ask and answer questions about old and new objects
- Spot old and new things in a picture
- Explain what an object from the past might have been used for

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Historical Oracy	<ul style="list-style-type: none"> • I can show what I have learnt through drawings, models, art, photographs and drama. • I can share what I have found out by telling someone. 	<ul style="list-style-type: none"> • I can present to others what I have found out. • I can use drama to deepen my understanding of a historical event. 	<ul style="list-style-type: none"> • I can use my historical understanding and empathy to communicate my ideas. • I can organise a presentation about a historical event, person or source and answer questions about it. • I can summarise the main events from a period of history, explaining the order of events and what happened.
Knowledge and Understanding	<ul style="list-style-type: none"> • I can give examples of things that were different in the past. • I can recount an event from history. 	<ul style="list-style-type: none"> • I can describe events from the past and the dates they happened. 	<ul style="list-style-type: none"> • I can summarise the main events of a period of history, explaining the order of events and what happened.



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	<ul style="list-style-type: none"> I can recount the life of someone famous from Britain who lived in the past, outlining what they are remembered for. 	<ul style="list-style-type: none"> I can talk about some of the times Britain has been invaded. I can talk about a historical change in our local area. 	<ul style="list-style-type: none"> I can describe a key event from Britain's past using a range of evidence from different sources. I can explain more broadly how our locality has changed over time.
Chronology	<ul style="list-style-type: none"> I can use words and phrases like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time. I can sequence events and changes in my own lifetime. I can sequence past events and changes of the that I've learnt about. 	<ul style="list-style-type: none"> I can use my mathematical knowledge to work out how long ago events happened. I can plot events on a timeline using formal language (centuries, era etc.) I can use my mathematical skills to round up time differences into centuries and decades. 	<ul style="list-style-type: none"> I can place features of historical events and people from past societies and periods in a chronological framework. I can describe the main changes within a period of history. I can use a timeline to demonstrate changes and developments over time in a given theme or aspect.
Perspective	<ul style="list-style-type: none"> I can appreciate that people in history can often be seen in a positive and negative light, depending on whose perspective is taken. I can role-play someone living during the period/event that I am learning about. 	<ul style="list-style-type: none"> I can discuss why different accounts of the same historical event exist. I can orally retell an event from the perspective of having been there. I can write a report/diary/letter/newspaper article (etc.) from the perspective of having been there. 	<ul style="list-style-type: none"> I can communicate different viewpoints (orally and in writing) I can identify and attempt to explain inconsistencies when comparing two contemporary accounts of an event in history
Causation and Consequence	<ul style="list-style-type: none"> I can explain how some people have helped us to have better lives. I can explain how an event from the past has shaped our lives today. 	<ul style="list-style-type: none"> I can discuss the cultural influences of past civilisations on our local area. 	<ul style="list-style-type: none"> I can summarise how Britain has influenced and changed other parts of the world. I can summarise how Britain may have learnt from other countries and civilisations around the world, both historically and more recently.
Considering Evidence	<ul style="list-style-type: none"> I can research the life of a famous person from the past using more than one source of evidence. I can use books and the internet to help me to answer questions about the past. I can attempt to explain what an object from the past might have been used for. I can find out things about the past by talking to someone who lived during that time. 	<ul style="list-style-type: none"> I can explain how historical items and artefacts can be used to help build up a picture of life in the past. I can attempt to research the answers to increasingly broader historical questions. I can compare two accounts of the same events and identify any differences. 	<ul style="list-style-type: none"> I can frame my own historical question about something I've been learning about and investigate it. I can choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to a historical question. I can make reasoned inferences as to what an object from the past might have been used for. I can identify propaganda and explain its contemporary purpose.

Vocabulary	<p>after before event now recent past present time</p>	<p>artefacts began museum people person recount source timeline younger older</p>	<p>century chronology date decade era evidence invade peace settle war</p>	<p>ancient archaeology civilisation conquest democracy discover enemies excavate monarchy parliament</p>	<p>ancestor citizen cultural empire legacy media political press social trade</p>	<p>chronologically continuity government hypothesis immigration industrial interpretation propaganda religious technological</p>
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Saughall All Saints C of E Primary School

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EYFS vocabulary – today, yesterday, tomorrow, the past, day, week, month, year, calendar, long ago, old, new, parent, grandparent, great grandparent, clue, memory, remember, lifetime, who, what,