

Curriculum Intent and Progression – History

Intent								
That the children have a passion and curiosity about the past. The range and depth of historical knowledge of each child will increase. They will grow in their chronological understanding. That the children will ask questions about the past and will find answers to these from a range of sources. They will increasingly evaluate the reliability of historical sources. The children will communicate their knowledge and understanding in a variety of ways.								
Historical Area/Topic		EYFS	Year 1	Year 2	Year 3	Year 4		
Historical Area/Topic		Past and Present:		Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life		Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by the Anglo-Saxons and Scots	A non-European society that provides contrasts with British History Mayan civilization c AD 900	
				Space exploration, toys, seaside holidays	Environmental changes and responses to these Ocean travel (Titanic topic) Fire-fighting (Great Fire of London topic) Time line of Art			
		Past and Present:		Events beyond living memory that are significant nationally or globally for example The Great Fire of London.		A Local History Study		The History of Leighton Buzzard A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066 World War 2 Inc Churchill and Hitler as significant individuals
				Gunpowder plot	Titanic Great Fire of London Timeline of Art	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 (eg Pieter Bruegel the Elder and LS Lowry)		

		Mary Norton, Guru Nanak, Amelia Earhart, Captain Robert Scott, Matthew Henson	Indigenous people of Australia Captain Cook (discovery of Australia) Captain Smith (Captain of the Titanic) Eva Hart (Titanic Survivor), Samuel Pepys (Diary of the Great Fire of London) Mary Anning Various Artists		Ancient Egypt (Inc Tutankhamun and Howard Carter as significant individuals)
Chronological Understanding	Sequence their own family history Yesterday, today tomorrow Last week, Next week	Sequence two events or related objects in chronological order. Use words and phrases: old, new, young, days, months, ordinal number (1 st , 2 nd , etc) Remember some details of stories and memories about the past.	Recount changes in their own life over time. Put three people, events or objects in chronological order using a given scale. Use words and phrases such as: recently, before, after, now, later. Use past and present when telling others about an event.	Use timelines to place events in order. Understand a timeline can be divided into BC and AD. Use words like century and decade.	Place names and significant events from the past on a timeline (inc Ancient Egyptians, Mayans, WW2) Divides the recent past into present (using 21 st century) and the past (using 19 th and 20 th centuries). Use words like: century, decade, BC, AD, before, during and after.
Knowledge and Understanding	Begin to make sense of their own family's history. (30-50) Compare and contrast characters from stories including figures from the past. (40-60) Recall some important narratives, characters and figures from the past (40-60) Talk about the lives of people around them	Tell the difference between past and present in own and other people's lives.	Use information to describe the past. Use information to describe differences between then and now. Recount main events from a significant time in history. Use evidence to explain reasons why people in the past acted in the way they did.	Use evidence to describe: houses and settlements, buildings and their uses, clothes, leisure activities, way of life and actions of people, their attitudes and beliefs, what was important to people, differences between rich and poor, men and women. Use evidence to find out how any of these might have changed during a time period. Describe similarities and differences between people, events and objects. Show changes on a timeline.	Show knowledge and understanding by describing features of past societies and periods (inc. what they've developed). Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past (inc evacuees). Give reasons why houses and settlements, buildings and their uses, clothes, leisure activities, way of life and actions of people, their attitudes and beliefs, what was important to people, differences between rich and

	<p>and their roles in society (ELG – Understanding the World – Past and Present)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG – Understanding the World – Past and Present)</p>				<p>poor may have occurred during a time period.</p> <p>Describe how some of the past events/people affect life today.</p>
Historical Interpretation	<p>Sort old and new objects and describe why they place an object where they do.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Begin to identify and recount some details from the past from sources (eg pictures, stories).</p>	<p>Look at books, pictures, eye-witness accounts, photos, websites, artefacts; visit historical buildings/sites.</p> <p>Understand why some people in the past did things.</p>	<p>Look at two versions of the same event and identify differences in the accounts.</p>	<p>Give reasons why there may be different accounts in history.</p>
Historical Enquiry	<p>Use books and computers to find out information about the past.</p>	<p>Find answers to simple questions about the past from sources of information, eg pictures, stories.</p>	<p>Look carefully at pictures, photographs or objects to find information about the past.</p> <p>Asks and answers questions such as ‘What was it like for...?’, ‘What happened in the past?’, ‘How long ago did happen?’</p>	<p>Uses printed sources, the internet, pictures, photographs, artefacts, historical buildings/sites, visitors to collect information about the past.</p> <p>Ask questions such as, ‘How did people...?’, ‘What did people do for ...?’</p> <p>Suggest sources of evidence to use to help answer questions.</p>	<p>Understand the difference between primary and secondary sources of evidence.</p> <p>Uses printed sources, the internet, pictures, photographs, artefacts, historical buildings/sites, visitors, and also music, documents and databases to collect information about the past.</p>

					<p>Ask questions such as 'What was it like for a ... during...?'</p> <p>Suggest sources of evidence from a selection provided to help answer questions (inc text books, photos, videos, Google, newspapers)</p>
Organisation and Communication	<p>Show knowledge and understanding through discussion.</p>	<p>Show knowledge and understanding about the past in different ways (eg, talking, role play, drawing, writing)</p>	<p>Describe objects, people and events.</p> <p>Write simple stories and recounts about the past.</p> <p>Draw labelled pictures/diagrams and write about them to tell others about people, events and objects from the past.</p>	<p>Present findings about the past using speaking, drama, writing, drawing and computing skills.</p> <p>Use dates and terms with accuracy.</p> <p>Discuss different ways of presenting information for different purposes.</p>	<p>Present findings about the past using speaking, drama, writing, drawing and computing skills, and also data-handling skills.</p> <p>Use dates and terms correctly.</p> <p>Use subject specific vocabulary.</p> <p>Discuss the most appropriate way of presenting information taking into account the audience (inc drama, newspapers, powerpoint).</p>