

History Curriculum Progression

By the end of year 6 children at RAB should demonstrate the following essential characteristics of historians:

- A love of history
- A sound knowledge and understanding of people, events and contexts from a range of historical periods
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate evidence from a range of sources
- The ability to think about, reflect on, debate and evaluate the past
- The ability to formulate and refine questions and lines of enquiry
- An enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A respect for historical evidence and the ability to use it to support their explanations and judgements about events
- A desire to embrace challenging activities

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	<ul style="list-style-type: none"> I can with support, answer simple questions about artefacts and buildings I can sort objects to a given criteria <i>e.g. baby toys, toddler toys, etc</i> 	<ul style="list-style-type: none"> I can use stories to enable me to distinguish between fact and fiction I can listen to adults talking about the past and discuss how reliable their memories are I can find answers to simple questions about the past from sources of information e.g artefacts 	<ul style="list-style-type: none"> I can compare two versions of a past event <i>e.g. comparing a picture to an account of an event</i> I can talk about the reliability of photos, accounts and stories I can compare pictures or photos of people or events in the past From observations, I can use an object to answer questions about the past 	<ul style="list-style-type: none"> I can describe some of the primary sources I have looked <i>e.g. photos, artefacts, pictures, visits to museums etc</i> I can observe small details through handling artefacts I can identify and give reasons for different ways in which the past is represented I can compare different versions of past events 	<ul style="list-style-type: none"> I can use evidence to build up a picture of a past event I can choose relevant material to present a picture of one aspect of life in time past I can begin to evaluate the usefulness of different sources I can ask a variety of how and why questions I can retrieve information from secondary sources <i>e.g. text books, internet etc</i> 	<ul style="list-style-type: none"> I can begin to identify primary and secondary sources I can compare accounts of events from different sources I can use evidence to build up a picture of a past event I can suggest some reasons for different versions of events I can select relevant sections of information to support my thinking about an event or period of history 	<ul style="list-style-type: none"> I can identify primary and secondary sources I can use a range of sources to find out about an aspect of time past I can link sources and decide how the conclusions were made I can check the accuracy of interpretations I am aware that different evidence will lead to different conclusions I can confidently use the library and internet for research

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Have an overview of world history		<ul style="list-style-type: none"> I can begin to describe significant people from the past 	<ul style="list-style-type: none"> I can describe historical events I recognise that there are reasons why people in the past acted as they did 	<ul style="list-style-type: none"> I can describe characteristics features of the past e.g. ideas, beliefs, attitudes and experience of men, women and children I can describe changes that have happened in the locality of the school throughout history <i>e.g. links to Anglo Saxons and Vikings</i> I can give a broad overview of life in Britain <i>e.g recap and chronologically order periods of history or famous events already studied</i> 	<ul style="list-style-type: none"> I can compare some of the times studied with those of other areas of the world <i>e.g. what was happening in Britain during the time of Ancient Egypt? Or Ancient Greeks?</i> I can describe the social, ethnic, cultural or religious diversity of a past society 	<ul style="list-style-type: none"> I can identify continuity and change in the history of the locality of the school 	<ul style="list-style-type: none"> I can give a broad overview of life in Britain and some major events across the rest of the world I can compare some of the times studied with those of other areas of the world <i>e.g. what was happening in Britain from the Stone Age though to current day?</i> I can describe social, ethnic, cultural or religious diversity of a past society <i>e.g. The Romans</i> I can describe characteristics features of the past e.g. ideas, beliefs, attitudes and experience of men, women and children linked to the Romans

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Understand chronology	<ul style="list-style-type: none"> I can use everyday language related to time I can order and sequence familiar events I can talk about past and present events in my life and the lives of my family 	<ul style="list-style-type: none"> I can sequence events from my life I can order 3 or 4 artefacts from different periods on a timeline I can match objects to people from different periods of time 	<ul style="list-style-type: none"> I can explain changes that have occurred in my life and describe memories of these key events <i>e.g. When I was 4 I went to school, When I was 2 my sister/brother was born</i> I can label time lines of artefacts/ pictures with words such as: <i>past, present, older, newer</i> I am beginning to use dates when appropriate 	<ul style="list-style-type: none"> I can place the period being studied on a time line I can use dates and words related to the period studied and the passing of time I can sequence several events or artefacts chronologically 	<ul style="list-style-type: none"> I can place events from the period being studied on a time line I am beginning to date specific events from the period studied and use relevant terms associated with the period 	<ul style="list-style-type: none"> I know, and I am able to sequence key events from the period studied I can use relevant terms confidently for the period studied I can make comparisons between different periods of History 	<ul style="list-style-type: none"> I can place current period of study on a time line in relation to others studied I can confidently and accurately use relevant dates and terms for all periods studied I can sequence up to 10 events on a time line accurately I can describe the main changes in a period of history, using terms such as: <i>social, religious, political, technological and cultural.</i>

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Able to communicate historically	<ul style="list-style-type: none"> I can listen and respond to familiar stories about the past I can talk about differences between past and present experiences 	<ul style="list-style-type: none"> I can use phrases such as: <i>a long time ago, recently, when my parents/ carers were children</i> to describe the passing of time I can communicate my historical knowledge through discussion, drawing, drama/role play, making models, writing, using ICT 	<ul style="list-style-type: none"> I can use phrases such as: <i>years, decades, and centuries</i> to describe the passing of time I can demonstrate an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace. I can communicate my historical knowledge through discussion, drawing, drama/role play, making models, writing, using ICT 	<ul style="list-style-type: none"> I am beginning to use appropriate historical vocabulary to communicate my ideas including: <i>dates, time period, era, change, chronology</i> I can communicate my historical knowledge through discussion, drawing, drama/role play, making models, writing, using ICT 	<ul style="list-style-type: none"> I can use appropriate historical vocabulary to communicate my ideas including: <i>dates, time period, era, change, chronology</i> I can recall, select and organise historical information I can use literacy and numeracy and ICT to a good standard in order to communicate information about the past 	<ul style="list-style-type: none"> I can recall, select and organise historical information I can use appropriate historical vocabulary including: <i>dates, time period, era, chronology, change, century, decade</i> to demonstrated knowledge and understanding I can use literacy and numeracy to an excellent standard in order to communicate information about the past 	<ul style="list-style-type: none"> I can select, and organise historical information to produce structured work and use dates and terms accurately. I can use appropriate historical vocabulary including: <i>dates, time period, era, chronology, change, century, decade, legacy, continuity</i> I can use literacy and numeracy to an excellent standard in order to communicate information about the past

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<p>Autumn/Spring/Summer</p> <p>Making links through historical concepts:</p> <p>Legacy</p>		<ul style="list-style-type: none"> I can talk about the importance of Mary Anning to fossils and dinosaurs I know that toys have changed over time (materials) I understand which toys we still play with from long ago I know about the introduction of holidays for all I can describe the changes in leisure activities through the years/ making comparisons between then & now 	<ul style="list-style-type: none"> I can talk about Space travel & the first international space station I know that space travel led to developments in communications I can explain how the Great Fire of London impacted housing construction and town planning I can talk about the introduction of a fire service I know that there is a monument to the G F of L in London I know that adventurers can be male or female and from different parts of the world 	<ul style="list-style-type: none"> I can talk about the fact that there is evidence of the Anglo Saxons and Vikings all around us I can give reasons for the importance of farming to the Mayans I can describe how the Mayans introduced their own writing system 	<ul style="list-style-type: none"> I can talk about the evidence of the Ancient Egyptians all around us I can describe some of the impact of the Ancient Greeks on life today including on our language, and the Olympics 	<ul style="list-style-type: none"> I can list some of the impacts of WWII on the rest of the world I can explain why farming was so important to the stone age people 	<ul style="list-style-type: none"> I understand the importance of the romans on life today and can talk about their impact on : society, road system, sewers, education, architecture etc I can list some punishments we still have in Britain from the past I can make comparisons between different punishments through history and describe how they changed
Settlement		<ul style="list-style-type: none"> I understand that there were no settlements during dinosaur times I know that the Victorians created holiday destinations for all people to go to rich or poor 	<ul style="list-style-type: none"> I can talk about Space travel & the first international space station I can describe the events of the first Moon landing I can explain how the Great 	<ul style="list-style-type: none"> I know that many of our towns today were once Anglo-Saxon settlements I can talk about the 4 main settlements/ kingdoms – Northumbria, 	<ul style="list-style-type: none"> I can explain why the River Nile was important to the Ancient Egyptians I can talk about how the Ancient Greeks settled in to city-states 	<ul style="list-style-type: none"> I can list some of the changes to the world during WWII I can talk about the reasons for evacuation during WWII I can explain why new towns were introduced 	<ul style="list-style-type: none"> I understand the impact of the roman empire and city-states on the Roman people I understand the importance of roads and strategic settlements (and

			<ul style="list-style-type: none"> Fire of London impacted housing construction and town planning I know that there are no settlements on Antarctica (apart from Scientists) 	<ul style="list-style-type: none"> Mercia, East Anglia, Wessex of the Anglo Saxons I know that the Mayans settled in city states in difficult terrains 		<ul style="list-style-type: none"> following the end of the war I can give reasons for the introduction of stone age settlements – rather than being nomads 	<ul style="list-style-type: none"> the key parts of EVERY settlement) to the Roman empire
Society/Religion		<ul style="list-style-type: none"> I understand that in the past children would have had less toys & no electronic toys I understand when holidays were introduced for all 	<ul style="list-style-type: none"> I can talk about the role of Catherine Johnson in the space race I can explain how the Great Fire of London impacted housing construction and town planning I can talk about the role of women in the RNLI I know that adventurers can be male or female and from different parts of the world 	<ul style="list-style-type: none"> I know that the Anglo-Saxons had their own religion & were at the beginning of Christianity I can compare Mayan society to that of Great Britain at the same time I can talk about the importance of human sacrifice to the Mayans I can describe the different levels of society in Mayan times 	<ul style="list-style-type: none"> I can describe the hierarchical society of Ancient Egypt To can name some of the many gods worshipped by the Ancient Egyptians I know about upper and lower Egypt and its importance I know that the introduction of democracy occurred during Ancient Greek times 	<ul style="list-style-type: none"> I can list some of the roles of women during WWII I can talk about the impact of religion on the war (holocaust) I can explain the reasons for rationing during the war and how this impacted the people of Great Britain I understand that the people of the stone age were tribal people and were hunter & gathers 	<ul style="list-style-type: none"> I understand that the romans worshipped many gods and can list some of them I can talk about the hierarchy of the roman society I understand how the rules of society have changed in British history and can make comparisons
Monarchy/Ruler				<ul style="list-style-type: none"> I can talk about how the Anglo-Saxons created the first monarchy I can describe how the Mayans had a city state system rather than 1 single ruler 	<ul style="list-style-type: none"> I can explain the role of the Pharaohs in Ancient Egypt I know about upper and lower Egypt and its importance I know that the introduction of democracy occurred during Ancient Greek 	<ul style="list-style-type: none"> I can list and talk about the key figures of the war: Hitler, Churchill, Charles De Gaulle, Starling, FD Roosevelt, I know that there was no overarching ruler in the stone age 	<ul style="list-style-type: none"> I can discuss the role of a Cesear during Roman times I can talk about the role of the monarchy in punishment in Tudor times

					times and what this meant to the people		
Conflict				<ul style="list-style-type: none"> I can describe some of the conflicts the Vikings had with other groups of people I know that the Mayans had conflicts within themselves rather than other people 	<ul style="list-style-type: none"> I know that the Ancient Egyptians were not known for conflict I can describe the conflict between the Athenians and the Spartans and why it occurred I can describe examples of conflict between the Spartans and Athenians 	<ul style="list-style-type: none"> I can list some of the reasons for the start of WWII I can talk about the conflicts between tribes of stone age people 	<ul style="list-style-type: none"> I can list and talk about who the Roman Empire had conflict with and why
Rules & Laws				<ul style="list-style-type: none"> I can describe and compare the rules and laws of the Mayans, the Anglo Saxons & the Vikings I can describe how the Anglo Saxons used justice I can describe some of the rules and laws of the Mayans and how they affected the people 	<ul style="list-style-type: none"> I can describe the hierarchical society of Ancient Egypt I know that the introduction of democracy occurred during Ancient Greek times and what this meant to the people 	<ul style="list-style-type: none"> I understand what propaganda is and can talk about its role during WWII I understand that there were not country wide rules only local rules to each settlement during stone age times. 	<ul style="list-style-type: none"> I understand and can talk about the importance of rules to the Roman Empire I can list and discuss what was considered a crime in the past during different periods of history To can describe how Victorian convicts & Tudors were punished