

History : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

FOUNDATION

The key things we want children to know/be able to do	Cycle A	Cycle B
1. Remember and talk about significant events in their own experience. ○ <i>e.g. talk about when they started school</i> 2. recognise and describe special times or events for family or friends. ○ <i>e.g. talk about a holiday that they went on, or a birthday party</i> 3. talk about past and present events in their own lives and in the lives of family members. ○ <i>e.g. talk about their pre-school, a family wedding</i> 4. know about similarities and differences between themselves and others and among families, communities and traditions. ○ <i>e.g. know about festivals and celebrations, stories and traditional tales</i>		

YEAR 1 & 2

The key things we want children to know/be able to do	Cycle A	Cycle B
1. show an awareness of the past, starting to use common words and phrases relating to the passing of time. a. <i>e.g. talk about a long time ago, before and after</i> 2. talk about people and places beyond their own lifetime and experience. a. <i>e.g. talk about their parents and grandparents lifetimes, or a significant historical figure</i> 3. start to use ways to show the passage of time. a. <i>e.g. start to use a timeline to order events</i> 4. ask and answer questions about people and places beyond their own experience. a. <i>e.g. talk about a significant event or famous person</i> 5. start to use objects and pictures to identify differences in the past. a. <i>e.g. look at photographs of old toys or houses and compare them to the present day</i> 6. show an awareness of the past, using common words and phrases relating to the passing of time. a. <i>e.g. recall dates, use 'century'</i> 7. know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. a. <i>e.g. use a timeline to compare an event to the present day</i> 8. use everyday historical terms. a. <i>e.g. use terms to describe housing construction in the past, comparing explorers</i> 9. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. a. <i>e.g. talk about how the Great Fire of London started and spread, find out about the story of Grace Darling</i> 10. understand some of the ways in which we find out about the past and identify different ways in which it is represented. a. <i>Look at a picture of an event and compare it to a newspaper report or diary</i>		

YEAR 3 & 4

The key things we want children to know/be able to do	Cycle A	Cycle B
1. demonstrate a knowledge of events that extend beyond the local context and include British and world history. <i>i. e.g. recall the key features of Viking Britain</i> 2. place the events, people and places studied within a chronological framework, using the vocabulary related to the passing of time and historical periods. <i>a. e.g. put several events on a timeline; start to use terms relating to periods such as 'Romans'</i> 3. describe connections between the topics studied, and start to raise their own questions about the key features of events. <i>a. e.g. make a poster showing the differences between childhood in different eras</i> 4. start to use different sources of information to construct their view of the past. 5. <i>use an artefact to identify a feature of life in the past; talk about the Vikings from a raider or trader perspective</i> 6. demonstrate a knowledge of a wider range of events that include British, local and world history. <i>eg. talk about events that happened in different places at the same time; recall the key features of life in Britain during a certain period</i> 7. place a wider range of events, people and places studied within a chronological framework, using the vocabulary related to the passing of time and historical periods. <i>a. e.g. accurately place periods studied onto a timeline, including BC and AD;</i> 8. start to note connections, contrasts and trends over time <i>a. e.g. identify similarities and differences in religion and what people believed during different time periods</i> 9. ask and answer historically-valid questions, which demonstrate a secure understanding of key features of events <i>a. e.g. investigate in depth the answer to a specific question about a time period - what was food like in Ancient Greece?</i> 10. show that they understand that we find out about the past from a range of sources. <i>a. e.g. talk about how we know what life was like in a period studied, and how people found this out</i>		

YEAR 5 & 6

The key things we want children to know/be able to do	Cycle A	Cycle B
1. demonstrate a chronologically secure knowledge and understanding of British, local and world history in the time periods that they have studied. a. <i>e.g. pupils can place periods and events into a timeline and recall key dates etc</i> 2. describe similarities and differences in the time periods that they have studied. a. <i>e.g. describe how houses may have changed over time, or the difference between Victorian and 20th century schools</i> 3. know and use a range of historical terms accurately. a. <i>e.g. describe periods using century, decade, AD/BC, or period-related such as monarch, source, parliament</i> 4. regularly address and sometimes devise historically valid questions about change, cause and consequence, similarity and difference, and significance. a. <i>e.g. state why an event is worthy of historical study; describe how and why events are more important than others</i> 5. create informed responses that involve thoughtful selection and organisation of relevant historical information. a. <i>e.g. make a film or create an artefact that draws from information</i> 6. understand how our knowledge of the past comes from a range of sources. a. <i>e.g. use diaries, buildings, artwork, letters, photographs to create a view of the past</i> 7. demonstrate an increasingly chronologically secure knowledge and understanding of British, local and world history. - o <i>e.g. accurately extend a timeline to include greater lengths of time</i> 8. develop a more appropriate use of historical terms, including some more complex vocabulary. - o <i>e.g. use correct terms in their description of life in a time period</i> 9. address and sometimes devise historically-valid questions, and start to relate to change, cause, similarity and difference and significance. - o <i>e.g. compare an aspect of society in a time period studied to another period</i> 10. start to construct their own informed responses of relevant historical information. - o <i>e.g. use evidence to create their own view of something in the past - creating a video, poem or picture</i> 11. show that they understand that we find out about the past from a range of sources and will start to use sources to extract historical information. - o <i>e.g. highlight sources of information and use them to prove a point</i>		