

History progression at Shaw CE Primary School



| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|---|--|--|---|
| Cultural Capital (See passports for linked values) | | <i>Complete a trail around the village of Shaw and Whitley</i> | | <i>Trip to the Roman Baths Trip to Stonehenge Beer residential Dress in a Roman toga Visit from an archaeologist</i> | <i>Writing in ancient languages – hieroglyphs and Viking runes</i> | <i>Re-enact the Battle of Roundway Down</i> | <i>Discover a Victorian classroom Discover life as a WW2 evacuee Discover our British Kings and Queens</i> |
| Chronology | Retell events in order (e.g. 'went down the slide and hurt finger', 'went outside and built bricks') ELG Talk about past & present events in my own life and the lives of my family. Describe main story events & characters. | Sequence events or objects in chronological order. <i>Their birth, Their grandparents' birth, the birth of Jesus...</i> | Understand chronology and, with support, begin to place events on a timeline. <i>Their birth, Jesus's birth, significant historical events in recent history. Place Great Fire, Wright brothers, Brunel and Greta Thunberg on a timeline.</i> | Develop a chronologically secure knowledge and understanding of British (<i>The Romans</i>), local (<i>Romans Baths and the effect of the Romans in Wiltshire</i>) and world history (<i>Stone Age, Bronze Age, Iron Age</i>) establishing clear narratives within and across the periods they study. Place historical events learnt on a timeline. | Continue to develop a chronologically secure knowledge and understanding of British (<i>Vikings, Ernest Shackleton</i>), local and world history, establishing clear narratives within and across the periods they study. To place the Vikings on a timeline with their own birth, Jesus and previous learning (Stone Age and Romans). | Continue to develop a chronologically secure knowledge and understanding of British (<i>Tudors</i>), local (<i>Kennet & Avon Canal</i>) and world (<i>Maya</i>) history, establishing clear narratives within and across the periods they study. Show an understanding of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – An aspect of Tudor History (<i>Tudors</i>) | Continue to develop a chronologically secure knowledge and understanding of British (WW2), local and world history, establishing clear narratives within and across the periods they study. |
| Historical knowledge | Develop an understanding of growth, changes over time and decay. Talk about changes. ELG Make observations of animals, plants and ourselves and say why they think things occur or change. Begin to know that we can't know some things for sure, but why we think something is true. (Are dinosaurs green?) | Gain an understanding of changes within living memory – <i>Toys they have and toys their grandparents had.</i> Use a range of sources (photos, stories, adults talking about the past) to find out characteristic features of the past. | Continue to develop an understanding of changes in living memory. Gain an understanding of historically important figures who have contributed to national and international achievements – <i>Samuel Pepys, Thomas Farriner, Tim Peake, Isambard Kingdom Brunel, Greta Thunberg.</i> Gain an understanding of historical events in their locality including, <i>Steam railways, Brunel and the canal network.</i> | Show an understanding of the changes in Britain from the Stone Age to the Iron Age. <i>Homes, food, farming, tools and clothing.</i> Understand the impact of the Roman Empire on Britain. <i>What did the Romans do for us? How did they help to create the Britain we live in today?</i> | Show an understanding of where the Vikings came from and why and where they settled in England. Key figures including King Alfred and King Guthren. Have an understanding of Viking life such as homes, food and lifestyle. What did the Vikings do for us? Viking religion and beliefs. E.g. gods, myths and legends. French history – focus on the Eiffel Tower. | Show an understanding of an aspect of local history – <i>The Kennet & Avon Canal: know why the canal was constructed; the significance that building the canal had on people & place; know how the lives of wealthy people were different from the lives of poorer people during this time; compare how the canal is used now.</i> A non-European society that provides contrast with British history - <i>Mayan civilization: the impact that they had on the world; why they were considered an advance society</i> | Show an understanding of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War 2; Crime & Punishment |
| Interpretations of history | | Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) | Begin to suggest ways the past can be represented and with support use them. <i>Photos, non-fiction texts, websites, visitors...</i> | Begin to understand how our knowledge of the past is constructed from a range of sources. <i>Non-fiction texts and digital resources. I pads, computers and artefacts.</i> | Show a greater understanding of how our knowledge of the past is constructed from a range of sources. Understand how historians must piece together history based on the evidence available. | Show a good understanding of how our knowledge of the past is constructed from a range of sources. Independently using <i>non-fiction texts and digital resource. Select relevant sections and know how to use evidence.</i> | Show a confident understanding on how our knowledge of the past is constructed from a range of sources. Bias and reliability. |
| Historical enquiry | Ask questions and comment on the world familiar to them, such as the place they live or the natural world. Look closely at similarities and differences, patterns & changes. ELG Make observations of plants, animals and themselves and explain why some things occur and talk about changes. Be curious about people and events and ask 'why' and 'how' questions in response to stories or events. Know that information can be retrieved from books and computers. | Sort artefacts "then" and "now" – past and present. Sorting toys children have and toys their grandparents had. To ask and answer questions related to different sources and objects. <i>Who might have used this toy? How old do you think this toy is? What evidence do you have?</i> Begin to understand how historical questions they ask can further their understanding of the past. | Use an increasing number of words and phrases relating to the past (see vocabulary). To ask and answer questions related to different sources and objects. With support understand how historical questions they ask can further their understanding of the past. | Use appropriate historical terms to support their own historical enquiry. Begin to address historically valid questions modelled by an adult. | Use appropriate historical terms Address historically valid questions posed by peers or (with support) themselves. | Use appropriate historical terms - <i>civilisation</i> , Address historically valid questions and begin to devise their own questions about change, cause, similarity and difference and significance. | Use appropriate historical terms Confidently address historically valid questions and devise their own questions about change, cause, similarity and difference and significance. |
| Vocabulary | EYFS ago • family tree • new • old • past | KS1 <i>past, present, changes, memory (living memory), locality, local, events, anniversaries, historical, people, places, chronological (order), comparison, similarities, differences, evidence, agriculture, artefact, change, discovery museum</i> <i>Significant, commemorated, hero, heroine, famous, infamous, achievement, historically, historical, enquiry, locomotive, locality, ancient, AD, BC, decade, diversity, missionary significance</i> | | | | KS2 <i>Civilisation, civilisations, empire, globalism, dynasty, enquiry, interpretations, archaeology, calendar, century, conquest, crusades, Christianity, church, emperor, empire, Gods / Goddesses, hunter-gatherer, interpretation, invasion, immigration, nation, oral history, prehistory, settler, explorer, global, immigrant, international, invention, nomad, primary evidence, secondary evidence, parliament, aristocracy, court, democracy, execution, King/Queen, monarchy, monastery, myths and legends, rebellion, revolt, sacrifice, torture, traitor, treason, causation</i> | |