

History standards progression

EYFS - Building subject concepts and language through enquiry

- Recall, retell and sequence stories – chronology, cause and consequence, evidence;
- Read and discuss stories with different interpretations or explanations of the same events – reflect on the behaviour, motivation and intent of different characters – perspective; significance, similarity and difference;
- Distinguish between the past, present and future and recall moments from the past using language relating to time e.g. past tense - chronology, similarity and difference, historical narrative;
- Identifying and comparing features of artefacts from the past and present – continuity and change/change and progress, evidence, significance;
- Sequence familiar objects and events in their own lives/family – chronology, significance.

Key Stage 1

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

HISTORY

Year	Autumn	Spring	Summer
1 National Curriculum coverage	<ul style="list-style-type: none"> changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally. 	Significant historical events, people and places in their own locality
Enquiry	Enquiry: What does it take to be a great explorer?	Enquiry: How do we know so much about where Sappho used to live?	Enquiry: Why is Nottingham famous?
Skills progression	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
2 National Curriculum coverage	<ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally.
Enquiry	Enquiry: How do our favourite toys and games compare with those of children in the 1960s?	Enquiry: Who is the greatest history maker?	Enquiry: Why was Charles sent to Prison?
Skills progression	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

3 National curriculum coverage	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age.
Enquiry	Enquiry: How did the lives of ancient Britons change during the Stone Age?	Enquiry: What is the secret of the standing stones? (Bronze Age Britain)	Enquiry: How do artefacts help us understand the lives of people in Iron Age Britain?
Skills progression	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
4 National curriculum coverage	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Enquiry	Enquiry: How did the arrival of the Romans change Britain?	Enquiry: Who were the Anglo-Saxons and how do we know what was important to them?	Enquiry: What did the Vikings want and how did Alfred help to stop them getting it?
Skills progression	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
5 National curriculum coverage	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300. 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> A local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

Enquiry	Enquiry: Why did the ancient Maya change the way they lived?	Enquiry: Why was winning the Battle of Britain in 1940 so important?	Enquiry: How has Nottingham Castle changed over time?
Skills progression	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising
6 National curriculum coverage	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Enquiry	Enquiry: How did a pile of dragon bones help to solve an Ancient Chinese mystery?	Enquiry: The story of The Trojan Horse: historical fact, legend or classical myth?	Enquiry: Why did Britain once rule the largest empire the world has ever seen?
Skills progression	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing

	Empathising Hypothesising	Empathising Hypothesising	Empathising Hypothesising
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