



# Curriculum coverage and progression

**SUBJECT: History**

<p><b>Year R</b> Understanding the world</p>	<p><b>By the end of EYFS our children will be able to:</b></p> <ul style="list-style-type: none"><li>• Talk about past/present events in his/her own life and the lives of family members and other people/roles in society.</li><li>• Look closely at similarities and differences.</li><li>• Know about similarities and differences in relation to places and objects.</li></ul>
<p><b>Key Stage 1</b></p>	<p><b>By the end of Key Stage 1 our children will be able to:</b></p> <ul style="list-style-type: none"><li>• Sequence some events or at least two related objects in order</li><li>• Use time related vocabulary and phrases: old, new, young, days, months</li><li>• Recall parts of stories and memories about the past</li><li>• Explain the difference between past and present in own and other people's lives</li><li>• Identify and recount some details from the past from sources (eg. pictures, stories)</li><li>• Find answers to simple questions about the past from sources of information (eg. pictures, stories)</li><li>• Demonstrate knowledge and understanding of the past in different ways (eg. drawing, writing, talking, role play).</li><li>• Recount changes in own life over time</li><li>• Order at least 3 people, events or objects in order using a given scale.</li><li>• Use more complex time related vocabulary such as recently, before, after, now, later, past, present.</li><li>• Use information to describe differences between then and now.</li><li>• Explain the main events from a period in history.</li><li>• Explain with reasons why some people in the past did things.</li><li>• Ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</li></ul> <p>Write simple stories and recounts about the past.</p>



## Lower Key Stage 2

**By the end of Lower Key Stage 2 our children will be able to:**

- Use timelines to sequence events
  - Understand timeline can be divided into BC and AD. Confidently apply time related vocabulary: century, decade
  - Use evidence to describe past and changes.
  - Describe similarities and differences between people, events and objects
  - Look at 2 versions of same event and identifies differences in the accounts.
  - Ask questions such as 'how did people ....? What did people do for ....?'
  - Suggest sources of evidence to use to help answer questions
  - Use dates and terms with increasing accuracy.
  - Discuss different ways of presenting information for different purposes.
  - Make comparisons in local history.
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- Use words and phrases: century, decade, BC, AD, after, before, during, settlement, invader, monarch.
  - Divide recent history into present, using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries.
  - Name and place dates of significant events from past on a timeline.
  - Show knowledge and understanding by describing features of past societies and periods.
  - Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.
  - Describe how some of the past events/people affect life today.
  - Understand and give reasons why there may be different accounts of history.
  - Know the difference between primary and secondary sources of evidence and select appropriately.
  - Ask questions such as 'what was it like for a ..... during .....?'
  - Accurately use dates and historical terms.
  - Discuss most appropriate way to present information, considering the audience.



# Upper Key Stage 2

## By the end of Upper Key Stage 2 our children will be able to:

- Use timelines to place and sequence local, national and international events.
- Sequence historical periods.
- Describe events using historical vocabulary: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.
- Identify and explain changes within and across historical periods.
- Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.
- Explain the causes and consequences of the main events, situations and changes in the periods studied.
- Understand and explore different versions of the same event and identifies differences in the accounts.
- Justify why there may be different accounts of history.
- Understand that people (currently and historically) represent events or ideas in ways that persuade others
- Confidently use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past and ask a range of questions.
- Create structured presentations and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.
- Apply and use dates and historical terms accurately.
- Select and justify most appropriate way to present information to an audience
- Use timelines to place events, periods and cultural movements from around the world.
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Understand and use key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
- Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural.
- Recall accurately the date of any significant event studied from past and can order it chronologically
- Identify and select reliable sources of factual evidence to describe.
- Draw conclusions and provide own reasons why changes may have occurred, backed up with evidence.
- Identify and articulate similarities and differences between some people, events and objects studied.
- Understand and describe how some changes affect life today.
- Draw conclusions and provide accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
- Understand and explain that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
- Evaluate and give reasons for the usefulness and accuracy of different sources of evidence and select the most appropriate.
- Explain own opinions about historical events using evidence from a range of sources.
- Present information systematically with clear structure using a range of appropriate methods.

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