

Farnborough Primary School Progression of Knowledge and Skills

History

History	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of Study <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Celebrations</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Superheroes</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>All About Me</p> <p>Life Cycles</p> <p>Talk about images of familiar situations in the past. Children to have hands-on experiences that deepens their understanding when visiting their local area of historical importance.</p> <p>Farnborough Village</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Traditional Tales</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Celebrations</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Superheroes</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>All About Me</p> <p>Life Cycles</p> <p>Talk about images of familiar situations in the past. Children to have hands-on experiences that deepens their understanding when visiting their local area of historical importance.</p> <p>Farnborough Village</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Traditional Tales</p>	<p>Changes within living memory</p> <p>The History of Transport</p> <p>Events beyond living memory that are significant nationally and globally:</p> <p>From Wheels to rockets how has transport changed?</p> <p>Lives of significant individuals who have contributed to national/international achievements</p> <p>Amelia Earhart</p> <p>Mae Jemison</p>	<p>Events beyond living memory that are significant nationally and globally:</p> <p>The Great Fire of London</p> <p>Lives of significant individuals who have contributed to national/international achievements</p> <p>Sir Ludwig Guttman</p> <p>Ellie Simmons</p> <p>Ade Adepitan</p>	<p>Changes in Britain from the Stone Age to Iron Age</p> <p>The achievements of the earliest civilisations</p> <p>Ancient Egypt</p> <p>Local History</p> <p>the Roman Empire and its impact on Britain</p> <p>The Romans in Britain</p> <p>Crofton Villas</p>	<p>Britain's settlement by Anglo-Saxons</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Viking raids and invasion</p> <p>the Viking struggle for the Kingdom of England</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Tudors and Exploration</p>	<p>A study of Greek life and achievements and their influence on the western world</p> <p>Ancient Greece</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Victorians and Empire</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The Great War</p> <p>Local History</p> <p>World War II</p> <p>Windrush</p>
Chronological understanding	<ul style="list-style-type: none"> I can talk about how family members across generations live differently I can describe memories of key events in life I can describe patterns and change over time 	<ul style="list-style-type: none"> I can sequence events in their life I can sequence 3 or 4 artefacts from distinctly different periods of time I can match objects to people of different ages 	<ul style="list-style-type: none"> I can sequence artefacts closer together in time I can check with reference book I can sequence photographs etc. from different periods of their life 	<ul style="list-style-type: none"> I can place the time studied on a timeline I can use dates and terms related to the study unit and passing of time I can sequence several events or artefacts 	<ul style="list-style-type: none"> I can place events from period studied on timeline I can use terms related to the period and begin to date events I can understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> I know and can sequence key events of time studied I can use relevant terms and period labels I can make comparisons between 	<ul style="list-style-type: none"> I can place current study on timeline in relation to other studies I can use relevant dates and terms I can Sequence up to 10 events on a timeline

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	<ul style="list-style-type: none"> of people and the natural world I can sequence events in my life I can use language of time – night day, month year season, <u>after</u>, before. I can use ordinal numbers to sequence events 		<ul style="list-style-type: none"> I can describe memories of key events in lives 			different times in the past	
Range and depth of historical knowledge		<ul style="list-style-type: none"> I can recognise the difference between past and present in their own and others' lives I know and can recount episodes from stories about the past 	<ul style="list-style-type: none"> I can recognise why people did things, why events happened and what happened as a result I can identify differences between ways of life at different times 	<ul style="list-style-type: none"> I can find out about everyday lives of people in time studied I can compare with our life today I can identify reasons for and results of people's actions I understand why people may have wanted to do something 	<ul style="list-style-type: none"> I can use evidence to reconstruct life in time studied I can identify key features and events of time studied I can look for links and effects in time studied I can offer a reasonable explanation for some events 	<ul style="list-style-type: none"> I can Study different aspects of different people - differences between men and women I can examine causes and results of great events and the impact on people I can compare life in early and late 'times' studied I can compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> I can find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings I can compare beliefs and behaviour with another time studied I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation I know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> I can talk about past and present events in my own life and for family or class members I can compare details from different versions of same event 	<ul style="list-style-type: none"> I can use stories to distinguish between fact and fiction I can compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> I can compare 2 versions of a past event I can compare pictures or photographs of people or events in the past I can discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> I can identify and give reasons for different ways in which the past is represented I can distinguish between different sources – compare different versions of the same story I can look at representations of the period – 	<ul style="list-style-type: none"> I can look at the evidence available I can begin to evaluate the usefulness of different sources I can use textbooks and historical knowledge 	<ul style="list-style-type: none"> I can compare accounts of events from different sources – fact or fiction I can offer some reasons for different versions of events 	<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion I can be aware that different evidence will lead to different conclusions

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				museum, cartoons etc			<ul style="list-style-type: none"> I can confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> I can make comparisons of oral accounts, observation over time 	<ul style="list-style-type: none"> I can find answers to simple questions about the past from sources of information <u>e.g.</u> artefacts, 	<ul style="list-style-type: none"> I can use a source – observe or handle sources to answer questions about the past <u>on the basis of</u> simple observations. 	<ul style="list-style-type: none"> I can use a range of sources to find out about a period I can observe small details – artefacts, pictures I can select and record information relevant to the study I can begin to use the library and internet for research 	<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 ask a variety of questions I can use the library and internet for research 	<ul style="list-style-type: none"> I can begin to identify primary and secondary sources I can use evidence to build up a picture of a past event I can select relevant sections of information I can use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> I can recognise primary and secondary sources I can use a range of sources to find out about an aspect of time past I can suggest omissions and the means of finding out I can bring knowledge gathered from several sources together in a fluent account
Big Questions	<ul style="list-style-type: none"> How have I changed since I was a baby? How have I changed egg to chick? 	<ul style="list-style-type: none"> From wheels to rockets – how has transport changed? 	<ul style="list-style-type: none"> How did 1666 change London? What do you have in common with Ellie Simmons and Ade Adepitan? 	<ul style="list-style-type: none"> Why is Tutankhamun so well known? Why were the Romans successful? 	<ul style="list-style-type: none"> Raiders or Settlers? Who are the Tudors what impact did they have? 	<ul style="list-style-type: none"> Has the legacy left by the Ancient Greeks improved our society today? Did life improve for all in the Victorian Era? 	<ul style="list-style-type: none"> What is the impact of WWI on our life today? What is the impact of WWII on our life today? <i>Windrush Focus</i>