

# History

## Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
<p>Changes within living memory</p>	<p><b>Sort pictures from the past and present of themselves</b></p> <ul style="list-style-type: none"> <li>• Use photos to recall things that happened in the recent past</li> <li>• Begin to use words or symbols to say what they have done in the past e.g. weekend news</li> <li>• Recognise and name photos of family and friends</li> </ul>	<p><b>Understand some changes over time that happened within their family</b></p> <ul style="list-style-type: none"> <li>• Begin to understand they were once a baby and explore photos of themselves and others from the past</li> <li>• Create a basic timeline of their life so far e.g. photos of baby, toddler, reception year, now</li> <li>• Talk about important events in the past and future e.g. birthdays, holidays etc</li> </ul>	<p><b>Recall some facts/ events about themselves and their own families using time to order them</b></p> <ul style="list-style-type: none"> <li>• Recall some facts about people/events before living memory and say why people may have acted the way they did</li> <li>• Describe things that happened to themselves and other people in the past</li> <li>• Order a set of events or objects and use a timeline to place important events e. use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born</li> </ul> <p><b>Understand the difference between things that happened in the past and the present</b></p> <ul style="list-style-type: none"> <li>• Explore events, look at pictures and ask</li> </ul>	<p><b>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</b></p> <ul style="list-style-type: none"> <li>• Explore the idea that there are different accounts of history</li> <li>• Look at different versions of the same event in history and identify the differences</li> <li>• Know that represent past events or ideas in a way that persuades others</li> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects</li> </ul>

			<p>questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <ul style="list-style-type: none"> <li>• Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer</li> </ul>	<p>interpretations of history</p> <ul style="list-style-type: none"> <li>• Give reasons why there may be different accounts of history</li> <li>• Evaluate some evidence and choose the most reliable forms</li> <li>• Know that people both in the past have a point of view and this can effect interpretation</li> </ul>
<p>Significant Historical Events</p>	<p><b>Recognise and talk about significant familiar events</b></p> <ul style="list-style-type: none"> <li>• Display curiosity about people by looking at objects related to specific familiar people; events and other people</li> <li>• Explore/ play small world models linked to significant people e.g. Family members, doctors, nurses, police officers, superheroes</li> <li>• Begin to recognise their own family's history e.g.</li> </ul>	<p><b>Demonstrate understanding of the past, comparing and contrasting events</b></p> <ul style="list-style-type: none"> <li>• Make connections between experiences of themselves and peers and communicate about this e.g. family, pets, likes and dislikes</li> <li>• Comment on images of familiar situations in the past, for example in books</li> <li>• Compare and contrast historical figures from the past and present-day equivalent</li> </ul>	<p><b>Recall some facts about people/ events before living memory and say why people may have acted in the way that they did</b></p> <ul style="list-style-type: none"> <li>• Look at books and artefacts to find out about a historical figure</li> <li>• Say why people may have acted the way they did in the past</li> <li>• Comment on images and information about historical figures</li> <li>• Retell a story from the past including a historical figure</li> </ul>	<p><b>Develop a chronological secure knowledge and understanding of British, local and world history</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC and AD</li> <li>• Use a timeline to place historical events in chronological order</li> <li>• Describe dates of significant events from the period studied and order them</li> </ul>

	<p>recognise close family members</p> <ul style="list-style-type: none"> <li>Show an interest in different occupations, through role-play</li> </ul>	<ul style="list-style-type: none"> <li>Comment about the lives of people around them and their roles in society</li> <li>Show an understanding of the past through active engagement with artefacts and events</li> </ul>		<ul style="list-style-type: none"> <li>Describe the main changes in a period of history</li> <li>Identify and compare changes within and across different periods of time</li> <li>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</li> </ul>
Historical Enquiry	<p><b>Show an interest in events/objects from the past, referring to experiences, photos and stories</b></p> <ul style="list-style-type: none"> <li>Show an interest in artefacts and images from the past</li> <li>Show an interest in stories relating to events in the past</li> <li>Engage in role play/small world play to explore the past related to the topic</li> </ul>	<p><b>Know some similarities and differences between events/objects in the past and now</b></p> <ul style="list-style-type: none"> <li>Know key facts about a key historical event related to the topic</li> <li>Look at similarities and differences between artefacts and images of now and the past linked to topic</li> <li>Experience answering relevant questions relating to the topic</li> </ul>	<p><b>Explore historical events and times, looking at historical pictures and objects and asking relevant questions</b></p> <ul style="list-style-type: none"> <li>Investigate historical images and artefacts relating to the topic</li> <li>Practice asking and answering questions relating to the topic</li> <li>Sort artefacts and images related to the topic by similarities and difference</li> </ul>	<p><b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b></p> <ul style="list-style-type: none"> <li>Use documents printed sources, (e.g. archive materials) the internet, data bases, pictures, photos, music, artefacts, historical buildings, visits to museums and galleries, visits to sites to collect</li> </ul>

				evidence about the past
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- Ask questions and find answers about the past
- Choose reliable sources of evidence to answer questions