

The Nar Valley Federation of Church Academies: Progression of Historical Knowledge & Skills



National Curriculum Knowledge Progression - Narborough Primary Academy

EYFS A	EYFS B	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
All About Me In the Woods / Traditional Tales Celebrations and Festivals A People who help us Animals & Minibeasts At the seaside / Pirates	Where do I belong? Celebrations and Festivals B Space Let's Get Growing Dinosaurs Safari	<i>Events beyond living memory</i> – War and Remembrance <i>Changes within living memory</i> - Communication <i>Significant individuals</i> – Queen Elizabeth I, Walter Raleigh, Francis Drake	<i>Significant historical events, people and places in their own locality</i> – Castles & Kings <i>Significant individuals</i> – Shackleton and Scott <i>Significant historical events, people and places in their own locality</i> – Henry Blogg (and Grace Darling)	<i>World History:</i> The achievements of the earliest civilizations and a depth study of Ancient Egypt A non-European society that provides contrasts with British history – Maya civilization c. AD 900	<i>British History Pre-1066:</i> Changes in Britain from the Stone Age to the Iron Age <i>World History:</i> The achievements of the Ancient Greeks	<i>British History Pre-1066:</i> The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons & Scots The Viking and Anglo-Saxon struggle for the Kingdom of England	<i>British History Post 1066:</i> A significant turning point in British history - The Battle of Britain and WWII Changes to Britain after WWII

National Curriculum Knowledge Progression – Castle Acre and Sporle Primary Academies

	Year R/1 A	Year R/1 B	Year 2/3 A	Year 2/3 B	Year 4/5/6 A	Year 4/5/6 B	Year 4/5/6 C
	<i>Changes within living memory</i> – Travel and Transport <i>Events beyond living memory</i> – The Great Fire of London <i>Significant individuals</i> – Nightingale, Seacole, Cavell	<i>Events beyond living memory</i> – What is Remembrance Day? <i>Changes within living memory</i> – When was the first moon landing? Significant Individuals – Neil Armstrong / Tim Peake / Helen Sharman <i>Events beyond living memory</i> – How do we know dinosaurs existed? Significant individuals – Mary Anning	<i>Events beyond living memory</i> – The First Railways <i>World History:</i> The achievements of the earliest civilizations and a depth study of Ancient Egypt <i>Significant individuals</i> – Queen Elizabeth I, Walter Raleigh, Francis Drake	<i>Significant historical events, people and places in their own locality</i> – Castles & Kings <i>Significant individuals</i> – Shackleton and Scott <i>Significant historical events, people and places in their own locality</i> – Henry Blogg (and Grace Darling)	<i>British History Pre-1066:</i> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain <i>World History:</i> The achievements of the Ancient Greeks	<i>British History Pre-1066:</i> The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons & Scots The Viking and Anglo-Saxon struggle for the Kingdom of England	<i>British History Post 1066:</i> A significant turning point in British history - The Battle of Britain and WWII Changes to Britain after WWII

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Chronological Knowledge and Understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>ELG Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past</p> <p>Place known events and objects in chronological order (timeline)</p> <p>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, when my parents/carers were young</p>	<p>Show an awareness of the past and use the words past and present when telling others about an event.</p> <p>Recount changes in their own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline)</p> <p>Identify similarities and differences between ways of life in different periods</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Describe dates of and order significant events from the period studied (timeline)</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) or CE (Common Era) and BCE (Before Common Era)</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries etc.</p> <p>Place some historical periods in a chronological framework (timeline)</p> <p>Describe the main changes in a period in history.</p> <p>Use historic terms related to the period of study.</p>	<p>Place the time studied on a timeline and compare where this fits into topics previously studied to provide a greater historical perspective.</p> <p>Use timelines to place and sequence local, national and international events.</p> <p>Sequence historical periods.</p> <p>Make comparisons between different times in the past.</p>	<p>Use timelines to place events, periods and cultural movements from around the world</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society</p> <p>Place names and dates of significant events which have been previously studied on a timeline</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>

Interpretations of the Past

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>ELG Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their</p>	<p>Compare adults talking about the past</p> <p>Use stories to distinguish between fact and fiction.</p>	<p>Compare and contrast two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p>	<p>Distinguish between different sources to compare different versions of the same story</p> <p>Recognise that different versions of past events may exist and identify reasons for this.</p>	<p>Recognise how sources of evidence are used to make historical claims</p> <p>Begin to evaluate the usefulness of different sources</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Compare accounts of events from different sources</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations to identify fact or fiction and opinion</p>

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experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.		Begin to consider if sources can be trusted	Describe some of the ways the past can be represented. Identify and give reasons for different ways in which the past is represented.	Begin to question the reliability of different source	Distinguish fact and fiction using different sources Evaluate the reliability and validity of sources and make simple inferences.	
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Historical Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>ELG Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use sources to answer simple questions about the past.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p> <p>Identify some of the basic ways in which the past can be represented.</p>	<p>Observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Begin to use books and the internet for research</p> <p>Begin to use sources to address historically valid questions and hypotheses</p>	<p>Recognise primary and secondary sources</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Use books and the internet for research</p> <p>Use sources to address historically valid questions and hypotheses</p>	<p>Use multiple sources of evidence to deduce information about the past</p> <p>Select relevant sections of information</p> <p>Use books and the internet for research with increasing confidence</p> <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p>	<p>Analyse a wide range of evidence in order to justify claims about the past.</p> <p>Suggest the reasons for omissions and the means of finding out this information</p> <p>Bring knowledge gathered from several sources together to form arguments or conclusions</p> <p>Confidently use books and the internet for research</p>

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Organisation and Communication

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<p>ELG Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Retell simple stories or events from the past.</p> <p>Use simple historical terms.</p>	<p>Demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>Use a variety of historical terms and concepts.</p>	<p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p>	<p>Select and organise relevant historical information to present in a range of ways.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology.</p> <p>Recall, select and organise historical information.</p>	<p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Choose relevant ways to communicate historical findings.</p> <p>Recall, select and organise historical information.</p>	<p>Use appropriate and precise vocabulary when discussing, describing and explaining historical events</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate way of communicating different historical findings.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>