

Bushbury Hill Primary School

History Progression by Year

EYFS Development Matters

22-36 months
30 – 50 months
40 – 60 months
Early Learning Goals

Chronological skills

Can retell a simple past event in correct order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (Speaking)

Orders and sequences familiar events. Measures short periods of time in simple ways. (Shape, Space and Measure)

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (Speaking)

They use past, present and future forms accurately when talking about events that have happened. (Speaking)

Children talk about past and present events in their own lives and in the lives of family members. (People and Communities)

Knowledge & understanding

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (Speaking)

Remembers and talks about significant events in their own experience. (People and Communities)

Explains own knowledge and understanding, and asks appropriate questions of others. (Making Relationships)

Uses language to imagine and recreate roles and experiences. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (Speaking)

They use past, present and future forms accurately when talking about events that have happened. (Speaking)

Children talk about past and present events in their own lives and in the lives of family members. (People and Communities)

Historical concepts	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (Speaking)</p> <p>Remembers and talks about significant events in their own experience. (People and Communities)</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others. (Making Relationships)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (Speaking)</p> <p>Children know about similarities and differences between themselves and others. (People and Communities)</p> <p>They use past, present and future forms accurately when talking about events that have happened. (Speaking)</p>
Historical enquiry	<p>Shows interest in illustrations and print in books and print in the environment (Reading)</p> <p>Developing an understanding of growth, decay and changes over time (The World)</p> <p>Remembers and talks about significant events in their own experience. (People and Communities)</p> <p>Knows that information can be retrieved from books (Reading)</p> <p>Looks closely at similarities, differences, patterns and change (The World)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. (People and Communities)</p>
Context within the wider world	<p>Can retell a simple past event in correct order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (Speaking)</p> <p>Remembers and talks about significant events in their own experience (People and Communities)</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others. (Making Relationships)</p> <p>Uses language to imagine and recreate roles and experiences. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (Speaking)</p> <p>They use past, present and future forms accurately when talking about events that have happened (Speaking)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families. (People and Communities)</p>

Key stage One

National Curriculum Objectives	<p>Pupils should be taught about:</p> <p><u>Knowledge / understanding of British history</u></p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p><u>Knowledge / understanding of wider world history</u></p> <ul style="list-style-type: none"> • events from 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. Some should be used to compare aspects of life in different periods <p><u>Local History</u></p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality
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Year 1 Curriculum Objectives

<p>Chronological skills</p> <p><u>What toys did people play with? Spring Term 1</u></p>	<p>Pupils to:</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. e.g. new, old, past, present. • Sequence 3 or 4 artefacts from distinctly different periods. • Match objects to people of different ages. • Sequence three events in chronological order (recent history). • Sequence events in their life.
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	<ul style="list-style-type: none"> • Explain how they have changed since they were born. • Uses words and phrases: old, new, young, days, months, long time ago. • Remember parts of stories and memories about the past. • Place events on a simple timeline.
Knowledge & understanding <u>What toys did people play with? Spring Term 1</u> <u>Are all castles bouncy? Spring Term 2</u>	Pupils to: <ul style="list-style-type: none"> • Understand and be able to recall some of the past achievements of people in the local • Recognise the difference between past and present in their own life and the lives of others. • Know and recount episodes from stories about the past, knowing and understanding key events. • Talk about simple similarities and differences between lives at different times. <i>i.e. compare toys they play with today to those that children played with in the past.</i>
Historical concepts <u>What toys did people play with? Spring Term 1</u>	Pupils to: <ul style="list-style-type: none"> • Begin to understand how the past can be similar and/or different to the present. <i>e.g. compare toys pupils play with today to those that children played with in the past and comment on similarities and differences.</i>
Historical enquiry <u>What toys did people play with? Spring Term 1</u> <u>Are all castles bouncy? Spring Term 2</u>	Pupils to: <ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <i>books, artefacts, internet.</i> <i>e.g. Looking at and exploring old and new toys using hands on artefacts</i> Pupils will explore the ways in which castles changed (i.e. in shape and design) over a period of time. <ul style="list-style-type: none"> • To begin should to use vocabulary of everyday historical terms <i>e.g. evidence and artefacts.</i> • Ask and begin to answer simple questions about events <i>e.g. When? What happened? What was it like...? Why? Who was involved?</i> • Finds answers to simple questions about the past from sources of information (<i>e.g. artefacts, pictures, stories</i>). • Choose and use parts of stories and other sources to show understanding of events. • Communicate understanding of the past in a variety of ways
Context within the wider world <u>Are all castles bouncy? Spring Term 2</u>	Pupils to: <ul style="list-style-type: none"> • Understand the history of local area, as their achievements directly impacted on the local people of Wolverhampton. <i>e.g. Stafford Castle- looking at castles in the local area and understand why it was positioned in a specific place.</i>



Year 2

Curriculum Objectives

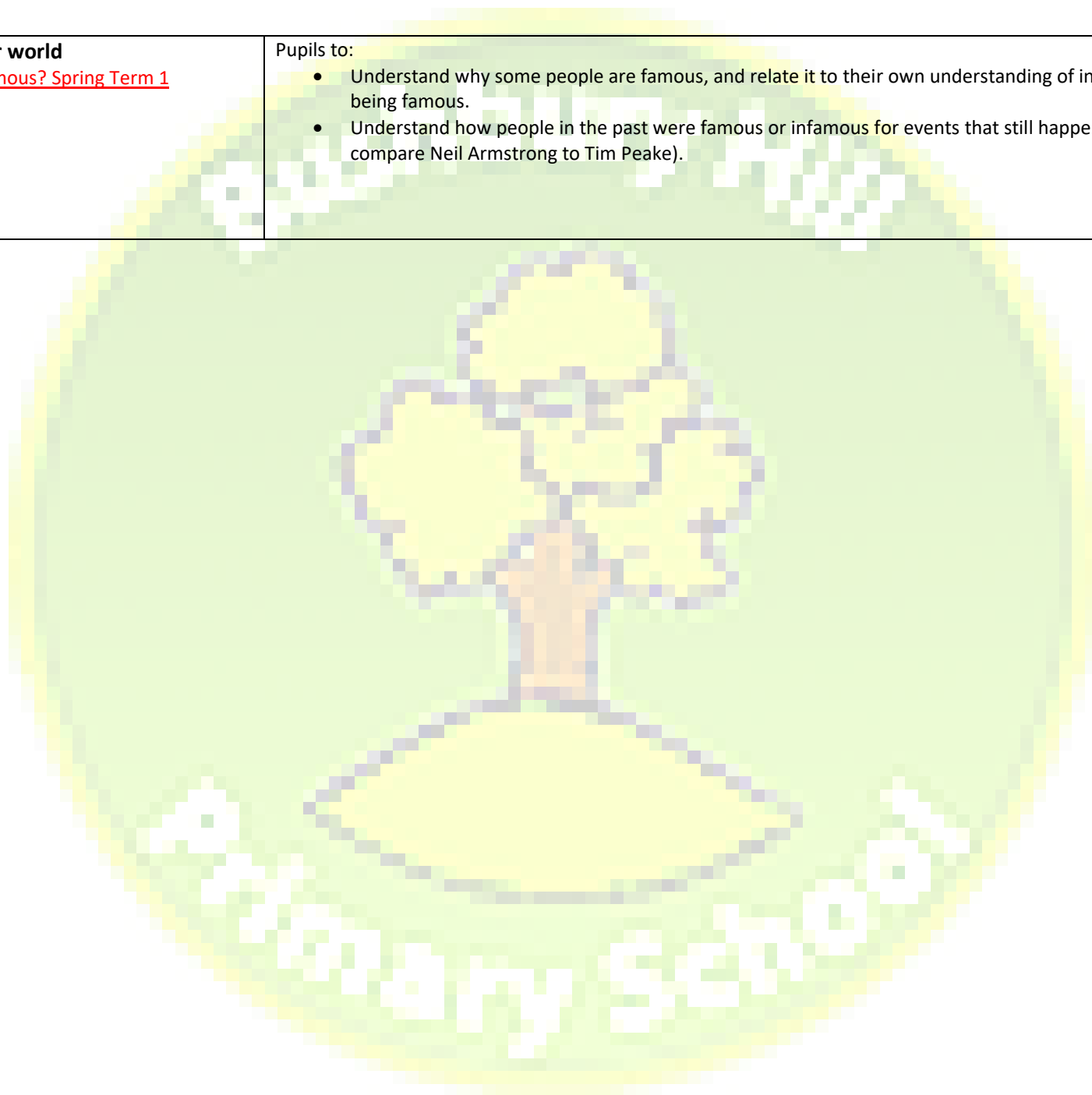
Chronological skills <u>Who do we know that is famous? Spring Term 1</u>	Pupils should: <ul style="list-style-type: none"> • Know where the people and events they study fit within a chronological framework. • Order at least 5 events or objects in order using a timeline. • Show an awareness of the past, using common words and phrases relating to the passing of time. e.g. Year, long time ago, recent, decade, century, before, after, past, present, then, now. • Sequence artefact closer together in time and check accuracy using books/ICT. • Sequence photographs from different periods of their life.
Knowledge & understanding <u>Who do we know that is famous? Spring Term 1</u>	Pupils to: <ul style="list-style-type: none"> • Show an awareness and understanding of significant figures in history. • Recognise why people did things, why events happened and what happened as a result. • Recall some achievements made by significant figures in history. • Study a range of historical figures who have achieved a range of things and understand why they are famous/significant. • Identify differences between ways of life in different period
Historical concepts <u>How did the Great Fire of London start? Spring 2</u>	Pupils to: <ul style="list-style-type: none"> • Understand and start to question why things/events in the past are similar and/or different to today. e.g. • Understand cause and effect of particular events that happened in history. e.g. what factors contributed to the fire starting and the effect of the fire on citizens.
Historical enquiry <u>Who do we know that is famous? Spring Term 1</u> <u>How did the Great Fire of London start? Spring 2</u>	Pupils to: <ul style="list-style-type: none"> • Understand ways in which we find out about the past • Identify different ways in which it is represented.e.g. artefacts, books, internet, photographs, newspapers. • Use observational skills to carefully look at pictures or objects to find information about the past. • Use a wide vocabulary of everyday historical terms. e.g. Evidence, stories, eye-witness accounts, pictures and photographs, artefacts. <ul style="list-style-type: none"> • Study and handle a range of sources and evidence, e.g. such as Samuel Pepy’s diary (eye-witness account), photographs of Neil Armstrong on the moon and artefacts such as Florence Nightingale’s lamp. • Begin to ask questions about past and significantly important events Use question vocabulary- When? What happened? What was it like...? Why? Who was involved? ‘How long ago did happen?’ e.g. Why did Guy Fawkes try to blow up the Houses of Parliament? Why did Neil Armstrong go to the moon? • Choose and use parts of stories and other sources to show understanding of events. • Communicate understanding of the past in a variety of ways.

Context within the wider world

Who do we know that is famous? Spring Term 1

Pupils to:

- Understand why some people are famous, and relate it to their own understanding of individuals who they recognise as being famous.
- Understand how people in the past were famous or infamous for events that still happen today e.g. space travel (could compare Neil Armstrong to Tim Peake).



Key stage Two

National Curriculum Objectives

Pupils should be taught about:

Knowledge / understanding of British history

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Knowledge / understanding of wider world history

- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; **Mayan civilization c. AD 900;** Benin (West Africa) c. AD 900-1300

Local History

- a local history study

Year 3 Curriculum Objectives

Chronological skills

Stone Age to Iron Age Britain – Autumn Term 1.
Ancient Egypt- Spring Term 1

Pupils to;

- Continue to develop chronological knowledge and understanding of British history by ordering several key events. **More than 5 events to be ordered**
- show an awareness and understanding of key words to do with chronology such as: **ancient, modern, BC, and AD, decade, century, before, after, past, present.**
- Use correct terminology to describe events in the past.
- Understands timeline can be divided into BC and AD.
- Place the time studied on a timeline, compare where this fits in to topics previously studied.
- Use dates and terms related to the study unit and passing of time

Knowledge & understanding Stone Age to Iron Age Britain – Autumn 1. Ancient Egypt- Spring 1.	Pupils to: <ul style="list-style-type: none"> recall connections and changes within a society and their subsequent effects over a period of time. recall key events that happened within a particular time in history. Find out about the everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. .
Historical concepts Stone Age to Iron Age Britain – Autumn 1. Ancient Egypt- Spring 1.	Pupils to: <ul style="list-style-type: none"> Understand and start to question why things changed within a specific time in history. ask valid historical questions related to: cause; similarity and significance.
Historical enquiry Stone Age to Iron Age Britain – Autumn 1. Ancient Egypt- Spring 1.	Pupils to: <ul style="list-style-type: none"> explain ways in which we find out about the past and identify different ways in which it is represented. e.g. books, internet, photographs, newspapers, artefacts. use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. observe small details – artefacts, pictures. understand that knowledge about the past is constructed from a variety of sources begin to ask and answer questions questions about past and significantly important events e.g. Why did the Egyptians use hieroglyphics? ask questions such as ‘how did people? What did people do for?’ Suggest sources of evidence to use to help answer questions. construct and organise responses by selecting relevant historical data
Context within the wider world Stone Age to Iron Age Britain – Autumn 1. Ancient Egypt- Spring 1.	Pupils to begin to understand that some concepts/ideas that were prevalent in ancient civilizations are still used today e.g. the 365-day calendar; the use of paper and ink to recording writings.; Summer solace that takes place at Stonehenge

Year 4 Curriculum Objectives

<p>Chronological skills Could you be Willy Wonka's next apprentice? Autumn 2</p> <p>Just how great was Alfred? Spring 1</p> <p>What has Britain gained from the Greeks and Romans? Summer 1</p>	<p>Pupils to:</p> <ul style="list-style-type: none"> develop a secure chronological knowledge of Britain during a specific time and the changes that happened within this period. begin to develop the appropriate use of more complex historical terms - 'BC/AD,' 'Century,' 'decade,' 'artefact,' 'evidence,' 'sources' and learn concepts such as <i>civilisation</i>, <i>monarchy</i>, <i>parliament</i>, <i>democracy</i>, and <i>war and peace</i> that are essential to understanding history names and places dates of significant events from past on a timeline. place the time studied on a timeline, compare where this fits in to topics previously studied. use terms related to the period and begin to date events.
<p>Knowledge & understanding Could you be Willy Wonka's next apprentice? Autumn 2</p> <p>Just how great was Alfred? Spring 1</p> <p>What has Britain gained from the Greeks and Romans? Summer 1</p>	<p>Pupils to:</p> <ul style="list-style-type: none"> be able to securely understand and recall the key dates, events and significant individuals of the Anglo-Saxon and Viking settlements understand and identify trends over time and develop historical vocabulary to describe them. identify key features and events of time studied. offer a reasonable explanation for some events
<p>Historical concepts Just how great was Alfred? Spring 1</p> <p>What has Britain gained from the Greeks and Romans? Summer 1</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> give reasons why there may be different accounts of history. can independently or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so. begin to evaluate the usefulness of different sources. note connections in historical periods studied. use text books and own growing historical knowledge to gain a better perspective. regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. start to construct informed responses that involve thoughtful selection and organisation of relevant historical information
<p>Historical enquiry Just how great was Alfred? Spring 1 What has Britain gained from the Greeks and Romans? Summer 1</p>	<p>Pupils to:</p> <ul style="list-style-type: none"> understand the differences between primary and secondary sources of evidence. use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

	<ul style="list-style-type: none"> • become more secure in using a wide vocabulary of everyday historical terms: Primary and Secondary sources; eye-witness; bias; artefacts. • confidently ask questions about past and significantly important events e.g. Why did the Vikings raid Lindisfarne? Suggest sources of evidence from a selection provided to use to help answer questions. • use evidence to build up a picture of a past event. • choose relevant material to present a picture of one aspect of life in time past. • ask and answer a variety of questions. • use the library and the internet for own personal research.
Context within the wider world Could you be Willy Wonka's next apprentice? Autumn 2 What has Britain gained from the Greeks and Romans? Summer 1	Pupils to: <ul style="list-style-type: none"> • explain what we have gained from ancient civilizations that we still use today and how these skills/inventions are still used in everyday life. e.g. the use of cocoa beans as a drink. e.g. democracy; coin money; maps; plumbing; Olympics; geometry; modern science.

Year 5 Curriculum Objectives	
Chronological skills How did an Elizabethan farmhouse save a King? Spring 1 How did Ironbridge get its name? Summer 1	Pupils to: <ul style="list-style-type: none"> • develop a secure chronological knowledge of Britain during a specific time and the changes that happened within this period. • place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. • begin to relate the period of time studied in relation to other periods of time. • Describes events using appropriate historical terms – ‘century,’ ‘decade,’ ‘BC,’ ‘AD,’ ‘before,’ ‘after,’ ‘past,’ ‘present,’ ‘then’ and ‘now,’ ‘decade,’ ‘artefact,’ ‘evidence,’ ‘sources’ and learn concepts such as - Empire, civilisation, monarchy, parliament, democracy, and war and peace that are essential to understanding history. • have a detailed chronological understanding of a specific period of history. • gain greater historical perspective by placing their growing knowledge into different contexts. • make comparisons between different times in the past. • use timelines to place and sequence local, national and international events. • identify changes within and across historical periods.

<p>Knowledge & understanding</p> <p>How did an Elizabethan farmhouse save a King? Spring 1</p> <p>How did Ironbridge get its name? Summer 1</p>	<p>Pupils to:</p> <ul style="list-style-type: none"> • understand and recall the key dates, events and significant individuals of the Stuarts Monarchy. • understand and identify trends over time and develop historical vocabulary to describe them. • start to identify individuals and/or groups that are historically significant in the period of history studied. • Study different aspects of different people – differences between men and women. • Examine causes and results of great events and the impact on people. • Compare life in 'early' and 'late' times studies. • Compare an aspect of life with the same aspect in another period.
<p>Historical concepts</p> <p>How did an Elizabethan farmhouse save a King? Spring 1</p> <p>How did Ironbridge get its name? Summer 1</p>	<p>Pupils to:</p> <ul style="list-style-type: none"> • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • regularly construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand that the past is represented and interpreted in different ways and give reasons for this • Look at different versions of the same event – fact or fiction - and identify differences in the accounts. • Give clear reasons why there may be different versions of events. • Know that people (now and in past) can represent events or ideas in ways that persuade others
<p>Historical enquiry</p> <p>How did an Elizabethan farmhouse save a King? Spring 1</p> <p>How did Ironbridge get its name? Summer 1</p>	<p>Pupils to:</p> <ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. • begin to recognise Primary and Secondary sources of information. • begin to research their own information about the past using a range of sources. eg. Books; CD-ROMS; Internet; Artefacts. • Chooses reliable sources of evidence to answer questions. • Answer and devise more complex historically valid questions about change, cause, similarity, difference and significance. • Select sources independently and give reasons for choices • Analyse a range of source material to build up a picture of a past event. • Construct and organise response by selecting and organising relevant historical data • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Realises that there is often not a single answer to historical questions
<p>Context within the wider world</p> <p>How did an Elizabethan farmhouse save a King? Spring 1</p> <p>How did Ironbridge get its name? Summer 1</p>	<p>Pupils to:</p> <ul style="list-style-type: none"> • be able explain how what has happened in the past has shaped the future. • confidently ask questions about past and significantly important events and relate it to their own experiences. e.g Why was the cane used in the Victorian education system but not now?



Year 6 Curriculum Objectives

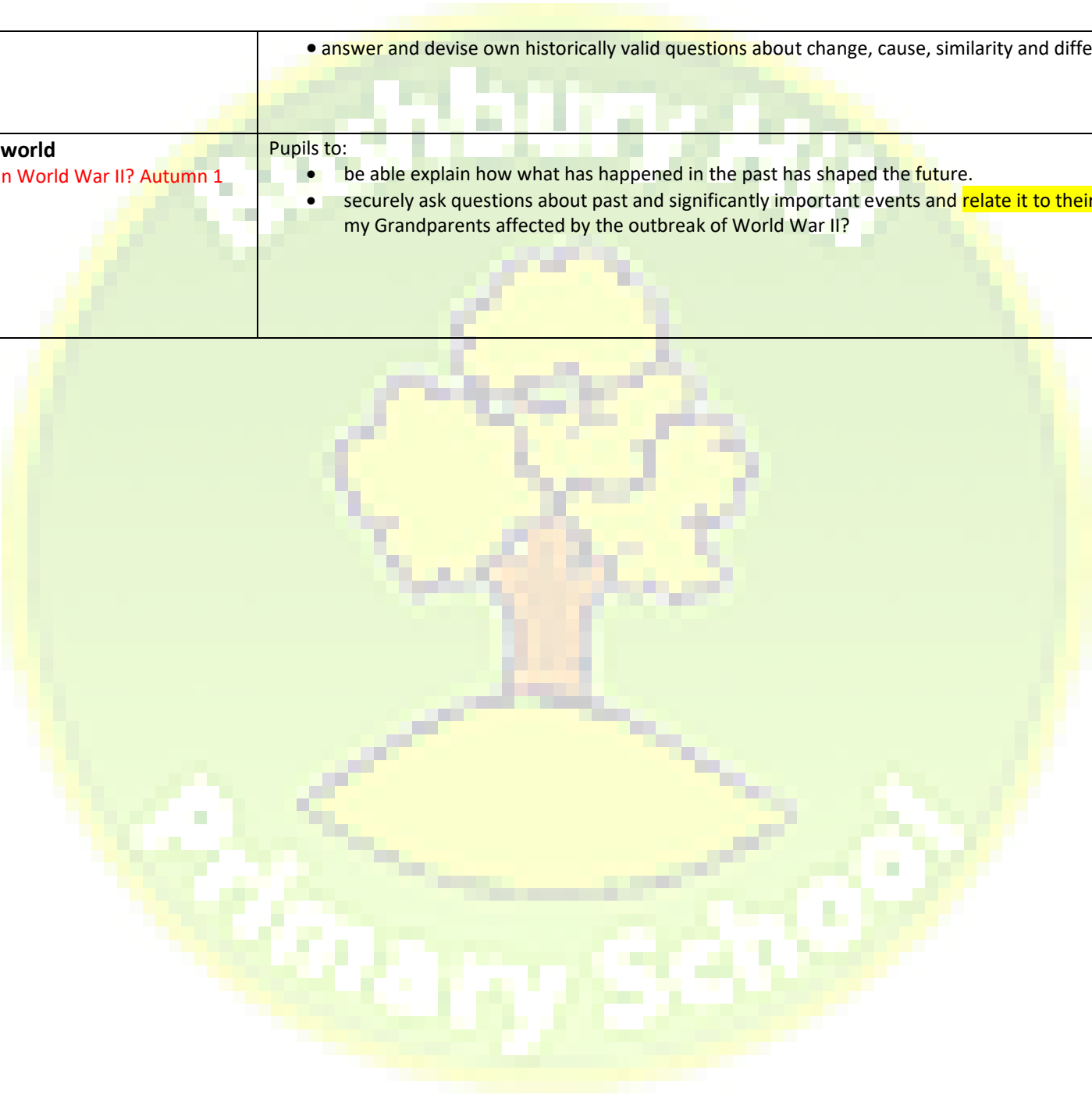
Chronological skills

What was it like growing up in World War II? Autumn 1

Pupils should:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history up to present day.
- order at least 10 dates correctly on a timeline.
- securely relate the period of time studied in relation to other periods of time.
- securely use appropriate historical terms - 'before', 'after', 'past', 'present', 'then' and 'now', 'decade', 'artefact', 'evidence', 'sources' and learn concepts such as civilisation, monarchy, parliament, democracy, and war and peace that are essential to understanding history.
- have a detailed chronological understanding of a specific period of history.
- 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.

	<ul style="list-style-type: none"> • Use these 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 words such as: social, religious, political, technological and cultural. • name dates of any significant event studied from past and place it correctly on a timeline. • place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. • use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.
Knowledge & understanding What was it like growing up in World War II? Autumn 1	Pupils to: <ul style="list-style-type: none"> • be able to securely understand and recall the key dates, events and significant individuals during World War II. • describe, understand and identify trends over time and develop historical vocabulary to describe them. • to confidently identify events, places, individuals and/or groups that are historically significant in the period of history studied. • find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • compare beliefs and behaviour with another time studied. • write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • know key dates, characters and events of time studied.
Historical concepts What was it like growing up in World War II? Autumn 1	Pupils to: <ul style="list-style-type: none"> • confidently address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • confidently construct informed responses that involve thoughtful selection and organisation of relevant historical information
Historical enquiry What was it like growing up in World War II? Autumn 1	Pupils to: <ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources; that different versions of past events may exist, giving some reasons for this and whether the source of information is reliable. • be able to: identify resources for first-hand accounts of events (Primary sources); Secondary sources. • research their own information about the past using a range of sources. eg. Books; CD-ROMS; Internet; Artefacts. • Identifies and uses different sources of information and artefacts. • evaluate the usefulness and accurateness of different sources of evidence. • select the most appropriate source of evidence for particular tasks. • form own opinions about historical events from a range of sources. • use a range of sources to find out about an aspect of time past. • suggest omissions and the means of finding out. • bring knowledge gathered from several sources together in a fluent account.



	<ul style="list-style-type: none">• answer and devise own historically valid questions about change, cause, similarity and difference and significance.
Context within the wider world What was it like growing up in World War II? Autumn 1	<p>Pupils to:</p> <ul style="list-style-type: none">• be able explain how what has happened in the past has shaped the future.• securely ask questions about past and significantly important events and relate it to their own experiences. e.g. How were my Grandparents affected by the outbreak of World War II?

