

HISTORY LONG TERM PLAN OVERVIEW AND SKILLS PROGRESSION



HISTORICAL KNOWLEDGE						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Primary Topics</p> <p>Why is our world so wonderful? Where can I live? Are we there yet?</p>	<p>Primary Topics - Year A Memory Box</p>		<p>Primary Topics - Year A Through The Ages Traders and Raiders</p>		<p>Primary Topics - Year A Peasants, Princes and Pestilence Groundbreaking Greeks</p>	
	<p>Primary Topics - Year B Dinosaur Planet</p>		<p>Primary Topics - Year B Emperors and Empires</p>		<p>Primary Topics - Year B A Child's War Hola Mexico</p>	
<p>Birth to 3 Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>3-4 years Begin to make sense of their own life-story and family's history.</p> <p>ELG Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now.</p> <p>Understand the past through settings, characters and events encountered in books and story telling.</p>	<p>Changes within living memory, revealing aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Roman Empire and its impact on Britain.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>A local history study of 13th and 14th Century – Focus on King Richard III and The Wars of the Roses.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – A Child's War (WWII)</p> <p>A non-European society that provides contrasts with British history – Hola Mexico AD900.</p>

CHRONOLOGY						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

<p>Birth to 3</p> <p>I can make connections between my family and other families.</p> <p>3-4 years</p> <p>I can talk about my own family's history.</p> <p>I can talk about significant events in my own experience.</p> <p>ELG</p> <p>I can talk about past and present events in my own life and the lives of my family.</p>	<p>I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.</p> <p>I can put a few events, photos or objects in order of when they happened.</p>	<p>I can use words and phrases to describe when things happened e.g. decade, century.</p> <p>I can order events and people I have studied using a simple timeline.</p> <p>I can compare when the events took place (those I am studying in relation to those studied before e.g. Victorians)</p> <p>I can give reasons for the order of events or people</p>	<p>I can describe events and periods of time using the words; BC, AD, century, ancient.</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can order the periods I am studying on a timeline and compare to events I already know about.</p> <p>I can use a timeline to order events and significant people for the period of time I am studying.</p>	<p>I can use words and phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied.</p> <p>I can place periods of history on a timeline showing periods of time.</p> <p>I can use a timeline to order events and significant people for the period of time I am studying.</p> <p>I can use chronology to explain how an aspect of</p>	<p>I can use dates and historical vocabulary when ordering and comparing events from the past.</p> <p>I can draw timelines to show a range of information e.g. periods of history, events, significant people.</p> <p>I can use a timeline to compare periods of history that I have studied so far.</p> <p>I can use chronological skills to show when places developed and how life has</p>	<p>I can use a timeline and dates to demonstrate changes and developments in aspects of life over time.</p> <p>I can use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Day to place events in the right place.</p>
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		<p>using vocabulary relating to the passing of time.</p>		<p>life has changed over more than one historical era.</p>	<p>changed in the local area and an aspect of history e.g. space exploration.</p>	
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INTERPRETATION OF HISTORY						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

<p>Birth to 3 Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>3-4 Years Begin to make sense of their own life-story and family's history.</p> <p>ELG Talk about the lives of the people around then and their roles in society.</p> <p>Know some similarities and differences between things in the past and now.</p> <p>Understand the past through settings, characters and events encountered in books and story telling.</p>	<p>I can talk about things that happened to me in living memory.</p> <p>I can name some things that happened to other people or events in living memory.</p> <p>I can identify objects from the past and say how I know.</p> <p>I can identify the main differences between old and new objects/photos.</p> <p>I can explain how my local area was different in the past.</p> <p>I can say why one person's memories of events might be different to that of someone else.</p>	<p>I can recount the life of someone famous who lived in the past and what they did.</p> <p>I can make comparisons between some aspects of life in different time periods.</p> <p>I can recall facts about significant local people from the past and explain how they have influenced life today.</p> <p>I can suggest why people acted as they did.</p> <p>I can identify some of the ways we find out about the past and know that some are more reliable than others.</p>	<p>I can say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past.</p> <p>I can describe some similarities and differences between people, events and artefacts from the past.</p> <p>I can explain how events from the past have shaped our lives today.</p> <p>I can say what is similar and different about two different accounts of the same event and how this can affect our understanding of history.</p> <p>I can use evidence to describe <u>some</u> of the following: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</p>	<p>I can suggest why certain events happened or people acted as they did in history.</p> <p>I can explain some similarities and differences between people, events and artefacts from the past and explain the significance of these.</p> <p>I can suggest the causes of key events and changes in the time periods I am studying.</p> <p>I can identify differences in accounts of history and suggest reasons for these.</p> <p>I can use evidence to describe <u>some</u> of the following and explain how they are similar or different in different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</p> <p>I can provide examples of how events in the past shaped peoples lives over time and have influences how we live today.</p>	<p>I can research two versions of an event, identifying differences between them.</p> <p>I can explain with clear reasons why there may be different accounts of history.</p> <p>I can use historical sources to understand bias/contrasting arguments.</p> <p>I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</p> <p>I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same. I can explain why this might have happened using evidence.</p> <p>I can explain how events in history are significant in British and World history.</p>	<p>I can explain how significant events have helped shape the country we have today.</p> <p>I can summarise the main events from a specific period in history, explaining the order in which they happened.</p> <p>I can summarise how Britain has had a major influence on world history.</p> <p>I can explain what Britain may have learnt from other countries and civilisations through time.</p> <p>I can recognise and describe differences and similarities / changes and continuity between periods of history.</p> <p>I can evaluate evidence to choose which is the most reliable form.</p> <p>I can explain how people have points of view and this can affect their interpretation of the past.</p> <p>I can give clear reasons why there might be different accounts of history.</p>
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HISTORICAL ENQUIRY						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

<p>ELGS</p> <p>Know some similarities and differences between things in the past and now.</p> <p>Understand the past through settings, characters and events encountered in books and story telling.</p>	<p>I can recall events from the past from stories that have been read to me.</p> <p>I can ask and answer questions about artefacts and pictures from the past.</p> <p>I can give a plausible explanation about what an object was used for in the past.</p> <p>I can use pictures and artefacts to say what was different in the past.</p> <p>I can find out about something in the past by asking someone who can remember the event.</p>	<p>I can use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts</p> <p>I can use books to help me find out about the events I am studying.</p> <p>I can ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory).</p>	<p>I can ask and answer questions about how things were different in the past and how aspects of life have changed over time.</p> <p>I can suggest various sources of evidence to help me answer questions about the past.</p> <p>I can use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts.</p> <p>I can ask historical questions based on evidence.</p>	<p>I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past.</p> <p>I can lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner.</p>	<p>I can use a range of primary and secondary evidence.</p> <p>I can use artefacts to pose questions/hypothesis, which I back up using other sources.</p> <p>I can distinguish between reliable and unreliable sources if evidence to answer questions about the past.</p> <p>I can ask and answer questions about change, causes, difference and significance.</p> <p>I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.</p>	<p>I can give more than one reason to support an historical argument.</p> <p>I can confidently use a range of sources of evidence to change and continuity during periods studied.</p> <p>I can identify and explain propaganda and why someone might want to persuade another person about a version of events.</p> <p>I can lead my own enquiry into an aspect of World history and present my findings in a range of ways.</p>
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ORGANISATION AND COMMUNICATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>ELG</p> <p>I can talk about the lives of the people around them and their roles in society.</p>	<p>I can explain my historical understanding through a range of practical and written activities.</p> <p>I can use pictures, drama, role play, build models and use timelines to present my work.</p>	<p>I can explain my historical through a range of practical and written activities.</p> <p>In addition to Year 1, I can use photographs, written accounts and stories to present my understanding.</p>	<p>I can use historical sources to create written narrative and structure accounts.</p> <p>I can select and organise information to answer a question, communicated for example, as a presentation, a poster, written form</p> <p>I can draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p>	<p>In addition to that in Year 3:</p> <p>I can present my findings about the past using speaking, writing, ICT, drama and drawing skills.</p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out.</p>	<p>In addition to Year 3 and 4:</p> <p>I can choose the most appropriate way to present my information, for an intended audience and purpose.</p>	<p>As in previous year groups but with greater depth and sophistication.</p> <p>I can use extended writing and presentations to explain key aspects of a time period.</p>