










History Curriculum Progression of 'Concepts' and Skills










At St Peter's we believe that all children should be equipped with skills that allow them to be curious about the past and challenge their thoughts of the future.

 <p><u>Chronology:</u></p> <p>The order in which key events happened or important historical figures lived and how these events connect or overlap.</p>	 <p><u>Historical enquiry:</u></p> <p>The range of sources that provide information about history and their reliability or accuracy</p>	 <p><u>Significance:</u></p> <p>Anything that has a bearing on a person or an event and how this influenced a situation – including how the past is remembered.</p>	
 <p><u>Similarity and difference:</u></p> <p>Comparing people, places and events by looking at their similarities and differences.</p>	 <p><u>Change and continuity:</u></p> <p>Over time, some things stay the same and some change both across and within different time periods. This can influence how we live today.</p>	 <p><u>Cause and consequence</u></p> <p>The reason for and impact of events in history on civilisations and the wider world both at the time and in the future.</p>	 <p><u>Interpretations</u></p> <p>The way in which events in the past are explained – the difference between fact and opinion</p>

EYFS








History Concepts

Chronology 	Historical enquiry 	Interpretations 	Continuity and change 	Cause and consequence 	Similarity and difference 	Significance 
<p>Can describe differences between him or herself as a baby and as he or she is now</p> <p>Sequences images of themselves as baby, toddler and infant.</p>	<p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Record, using marks they can interpret and explain.</p>	<p>Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.</p> <p>Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.</p>	<p>Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.</p>	<p>Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Understanding that some events and people from history are important because they have achieved something or had an effect</p>

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Year ½








History concepts

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<p>Year 1:</p> <p>Match objects to people of different ages.</p> <p>Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'</p> <p>Uses simple pictures to sequence processes, events.</p> <p>Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</p> <p>Year 2:</p> <p>Uses appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.</p> <p>Can use phrases such as 'over 300 years ago' in their writing</p> <p>Realises that we use dates to describe events in time, e.g.: 1666 for the Great Fire of London.</p>	<p>Year 1:</p> <p>Can find an answer to a question by looking at a simple picture.</p> <p>Can describe the main features of an artefact.</p> <p>Can explain how we know what we were like when we were younger, e.g.: photographs, video, parents or grandparents telling stories.</p> <p>Can make deductions about artefacts, spotting clues to function and use and can talk about.</p> <p>Can consult and use information from two simple sources to find Information.</p> <p>Year 2:</p> <p>Can find answers to questions about objects by looking in books.</p>	<p>Year 1:</p> <p>Begin to understand that we have different views of familiar events, e.g.: first day at school. We cannot always remember what happened in the past.</p> <p>Can see that there are different versions of real historical situations, e.g.: Great fire of London.</p> <p>Can spot differences between versions, e.g they see that pictures in books vary how they depict details.</p> <p>Year 2:</p> <p>Realises that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.</p> <p>Understands that grandparents' recollections of</p>	<p>Year 1:</p> <p>Here the main concept is then and now. Children should spot significant differences.</p> <p>Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.</p> <p>Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail,</p> <p>Year 2:</p> <p>Compare different periods in the past. eg: Victorian seaside scene with 1930s or 1950s scene and then today.</p> <p>Can offer reasons why simple changes occur, eg: why holidays today might be considered more enjoyable than those 100 years ago and vice versa.</p>	<p>Year 1:</p> <p>Can give a simple reason why a real person acted as they did in a historical situation.</p> <p>Can give simple consequences of somebody's actions.</p> <p>Can give clear explanation of an important event, offering two or three reasons why an event took place. eg: why the Great Fire spread so quickly</p> <p>Year 2:</p> <p>Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.</p> <p>Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main</p>	<p>Year 1:</p> <p>Can identify similarities and differences in pictures of the same event</p> <p>Can understand people had different beliefs.</p> <p>Year 2:</p> <p>Start to understand life was different for different people in the past: • rich and poor • male and female</p> <p>Start to understand that this may have been different in different places at the same time</p>	<p>Year 1:</p> <p>Identifying why certain people/events are significant in history - achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally</p> <p>Begin to understand what makes someone or something significant.</p> <p>Year 2:</p> <p>Identifying why certain people/events are significant in the wider context of history - impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p>

<p>Can sequence parts of more complex story where action takes place over a long period of time, e.g: realises that a historical figure's life can be divided into phases.</p>	<p>Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.</p> <p>Can ask simple, but relevant, questions for example, to the Wright brothers.</p> <p>Children are able to gather ideas from a few simple sources when building up their understanding, e.g.: of why the Great Fire spread so quickly.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Make deductions from photographs , going beyond the literal and what can be seen.</p>	<p>their childhood might vary e.g. seaside holidays.</p> <p>Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly.</p>	<p>Can see that not everyone in the past had the same experience.</p>	<p>effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter')</p> <p>Be able to give a few consequences of events/people's actions.</p>		
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Year 3/4 History Concepts








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<p>Year 3:</p> <p>Can confidently spot major anachronisms from most periods studied when compared with today.</p> <p>Can sequence events in simple narrative e.g. Boudicca's revolt;</p> <p>Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification.</p> <p>Year 4:</p> <p>Can talk about three periods of times.</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman.</p> <p>Realises that Ancient means thousands of years ago.</p>	<p>Year 3:</p> <p>Children extract simple information from text/pictures/objects showing basic comprehension.</p> <p>Children make simple deductions about what text means based on what is included e.g. the person is wearing a crown they must be part of the Monarch.</p> <p>Children start combining information from more than one source.</p> <p>Realise that there are potential weaknesses in eyewitness Accounts.</p> <p>Year 4:</p> <p>Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p>	<p>Year 3:</p> <p>Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.</p> <p>Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth.</p> <p>Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</p> <p>Year 4:</p> <p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of</p>	<p>Year 3:</p> <p>Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age</p> <p>Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles</p> <p>Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled</p> <p>Year 4:</p> <p>Recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age</p> <p>Grasps that change can happen quite quickly and can be reversed e.g. struggle</p>	<p>Year 3:</p> <p>Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade.</p> <p>Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people;</p> <p>Year 4:</p> <p>Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. Sees Break with Rome as more than simply Henry wanting to re-marry.</p> <p>Moving from two causes to realising that you need to give several causes to explain some events;.</p>	<p>Year 3:</p> <p>Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt.</p> <p>They are secure in understanding the main differences between today and the period being studied.</p> <p>Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor. They know that there are different levels in society</p> <p>Year 4:</p> <p>Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.</p>	<p>Year 3:</p> <p>Identify why advancements in history were significant to the development of Britain. E.g Stone, Bronze and Iron Ages</p> <p>Year 4:</p> <p>Identify why individuals were significant to British and other history. e.g why Boudicca is such a significant individual for both British and Roman British history</p>

<p>Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings.</p>	<p>Children see that some sources are more useful than others and can explain why.</p>	<p>events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</p> <p>Children realise that history is continuously being rewritten; if we find more we have to rewrite the past.</p>	<p>between the Saxons and Vikings</p>	<p>Moves away from simply listing to trying to give a little detail about each cause.</p>	<p>Children can make links between different features of a society to make sense of the world lived in by people in the past.</p>	
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Year 5/6

History concepts

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<p>Year 5:</p> <p>Can use some key dates as important markers of events e.g. Boudicca's revolt.</p> <p>Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, the causes had been building up for 20 years.</p> <p>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted.</p> <p>Year 6:</p> <p>Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.</p> <p>Can successfully match simple iconic images to each of the periods studied.</p>	<p>Year 5:</p> <p>Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.</p> <p>Children start to think of reasons why a source might be unreliable.</p> <p>Year 6:</p> <p>Can consider the worthiness of a source by reference to what is known about the topic. e.g. We need to know who produced it and why. Who was the audience?</p> <p>Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda</p>	<p>Year 5:</p> <p>Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis.</p> <p>Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge.</p> <p>Year 6:</p> <p>Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.</p> <p>Children grasp that interpretations might differ</p>	<p>Year 5:</p> <p>Understand some changes are much more significant than others</p> <p>Some changes are called a revolution because of the scale and widespread nature.</p> <p>Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times</p> <p>Year 6:</p> <p>Not all change is welcomed by everyone e.g. Victorian railways . There are winners and losers e.g. factory owners and to workers</p> <p>Sees that some changes lead to others e.g. inventions in power affect transport factories etc.</p>	<p>Year 5:</p> <p>Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe.</p> <p>Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</p> <p>Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen.</p> <p>Year 6:</p> <p>Explain an event with reference to abstract ideas such as long and short-term or events building up.</p>	<p>Year 5:</p> <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way.</p> <p>Children understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta. They know about the importance of slave culture to that society. Also children grasp that people's experience of being evacuated in World War Two often depended on their prior experience.</p> <p>Year 6:</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p>	<p>Year 5:</p> <p>Identify significant achievements and their impact on today e.g Victorians.</p> <p>Understanding why others might choose alternative achievements</p> <p>Year 6:</p> <p>Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now - who felt more of their impact, us or them?</p> <p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance - which achievements were more impressive?</p>

<p>Can use dates and specific terms confidently to establish period detail e.g. when describing</p> <p>different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz;</p>	<p>posters during World War Two.</p>	<p>depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.</p>	<p>Understands what is meant by a turning point e.g. Battle of Britain in context of World War Two</p>	<p>Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;</p> <p>Children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.</p>	<p>They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>	
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