

Content and progression in HISTORY

Nether Edge Primary School 2020/2021



	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Cycle 1 historical themes-	History's Greatest Hits <i>History through the ages</i>	History's Greatest Hits <i>History through the ages</i>	Romans, Anglo Saxons and Vikings	Normans and Medieval life (Battle of Hastings and The Great Plague)	Aztecs, Tudors and Stuarts	19 th and 20th Century world – Industrial Revolution and The Suffragette movement
Historical knowledge		Discuss and understand changes within living memory and events beyond living memory Consider similarities and differences during several time periods	Discuss and understand changes within living memory and events beyond living memory Consider similarities and differences during several time periods and several key events in time	Begin to explore connections between historical time periods Ask an historically valid question	To explore connections and trends between historical time periods and specific events To use point, evidence, explanation and paragraphs to begin to ask and answer historical questions	To make inferences about the power of Kings and Queens To understand the causes and consequences of events which happened under the rules of British and Wider World leaders To use point, evidence, explanation and paragraphs to ask and answer questions and make begin to make inferences	To make inferences and retrieve information, and consider cause and consequences of events in British history To use point, evidence, explanation and paragraphs to ask and answer questions and make inferences. comparisons and connections with events through history
		Can you explain what life was like for someone who lived in the past?	Can you talk about 2 events in history and explain why they are different?			Do you understand that decisions have been made through a parliament for some time?	Can you distinguish between long, medium and short term causes of events in history?
		Can you think about how life is different now?	Can you talk about 2 events in history and explain why they have similarities	Can you explain how people from different time periods lived differently?	Can you assess the impact an historical event had during a certain era?	Do you know the detail of and appreciate that significant events have helped shape the country we live in today?	Can you describe how significant leaders had cause and consequence on their time eras?
		Can you talk about changes which happened in the past and how things are similar or different now?	Can you talk about changes which have happened in the past and how things have changed in modern day?	Can you explain how Britain changed over a period of time?			Can you describe the specific and wider impact of historical events?
			Can you explain how historical figures may have influenced the world around them?	Can you explain what life was like in the past for an individual?	Can you identify trends through a time era?	Can you explain cause and consequences of certain rulers regimes?	Do you know the impact certain movements and revolutions had on modern day Britain?
				Can you explore connections between 2 events?	Can you explain connections between people, time and events?	Can you make inferences and describe monarchy during a certain time era?	Do you know how the British Empire changed from 1901 to the 21 st Century?
				Can you ask a question based on your knowledge of a time period?	Can you ask and answer questions about a connection between 2 events?		

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Using sources		To use sources to learn about events and eras (including visual and secondary sources) Consider similarities and differences during several time periods	To use sources to learn about events and eras (including visual and secondary sources) To retrieve facts about the past from these sources	To use 1 contemporary and 1 secondary source to learn about events and time eras and to begin to retrieve facts from them. To look at the value of the source, does it match their knowledge and understanding of the event and time period?	To use 1 contemporary and 1 secondary source to learn about events and time eras To look at the value and accuracy of more than one source and begin to make comparisons	To use a range of secondary and contemporary sources to learn about events and monarchy To critique a source and recognise how it may have been interpreted differently based on the author/context To judge the accuracy of sources	To use a range of secondary and contemporary sources to learn about and consider changes and impact of historical events and time periods To critique a source and recognise how it may have been interpreted differently based on the author/context. To judge the accuracy of sources and sort them into a hierarchy of usefulness, inducing validity.
		Can you use pictures to make connections between older and more modern times Can you read different facts from different places and create matches? Can you ask and answer questions about what you have seen or read?	Can you sequence artefacts closer together in time and describe their similarities and differences? Do you use a source to ask and answer who, what, how, why and where questions?	Can you use a source to accurately retrieve information? Can you assess the value of a source to see if it matches your knowledge of an event?	Can you use various sources to piece together information to help answer an investigation question? Can you say why one source is more useful than another to learn about the past?	Can you decide which sources would be beneficial to use in answering an inquiry question? Can you look at two versions of an event and say how they differ?	Can you critique a source accurately based upon your historical knowledge? Can you look at several versions of events and explain how they may be similar or different based on a variety of sources?
			Can you say which source you think is most useful to find out about the past?		Can you use research to work out how accurately historical events and people have been represented? Can you assess the value several sources to see if it matches your knowledge of an event?	Do you routinely check the accuracy of sources against your own knowledge? Can you suggest why a particular historical source may present an event in a different light, depending on the creator or author?	Do you understand bias and propaganda and the reasons sources can be more or less reliable? Can you suggest why there may be different interpretations of events?
Chronology		Consider similarities and differences during several time periods	Consider similarities and differences during several time periods and several key events in time	To use a timeline accurately and place events from a time period in order	To use a timeline accurately and place events from a time period in order using years, centuries, BC and AD for 1066-1665	To use a timeline accurately and place events from a time period in order using years, centuries, BC and AD for 1500-1700	To use a timeline accurately and place events from a time period in order using years, centuries, BC and AD, discoveries, people, dates and eras for the 19 th and 20 th century world
		Can you use pictures in order to make a timeline?	Can you sequence a set of events into chronological order and give reasons for your order?	Can you make comparisons between historical periods, explaining things that have changed and things that have stayed the same?	Can you place a specific event on a timeline by decade? Can you identify similarities and differences between periods in history?	Can you create a timeline with appropriate features, including years and events? Can you recognise similarities and differences, change and continuity?	Can you plot, with accuracy, the historical periods and events you have learnt about on a timeline? Can you identify themes, change and continuity across periods in history?
		Can you sequence events about your own life?					

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		Can you understand what a time period is?	Can you talk about time periods and past/modern events?	Can you create a timeline and plot historical events in order			
		Can I compare life in ancient times to modern day?			Can you create a timeline with appropriate features?		Can you include key discoveries, dates and people within your chronology?
Vocab		Begin to build a word bank of historical terminology	Build on vocabulary of historical terms and understand their meanings	To use historical language to describe an event in time using some detail	To use historical language to describe an event in time using detail and accuracy.	To use historical language to describe, compare and evaluate an event in time using detail and accuracy.	To use historical language to describe, compare and evaluate an event in time using detail, accuracy and subject specific terminology
		Can you use words like: <i>old, new, then, now, very old, a long time ago</i> ?	Can you use the words <i>past</i> and <i>present</i> correctly? Can you use these and other historical terms correctly in a sentence?	Can you describe events and periods using the words: ancient, modern, BC, AD, century and decade?	Can you use historical language you have discovered and use it accurately in your own work?	Can you use language around critique to evaluate?	Can you use inquiry language to explain your understandings? Can you use language around critique with accuracy to evaluate?
		Can I begin to understand words like 'century' 'decade'	Can you use historical language to talk about things which are similar or different?	Can you use historical language and terms to compare?	Can you explain a concept using historical language accurately?	Can you use specific historical language related to cause and consequence?	Can you use specific historical language related to cause and consequence?

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History	Historical knowledge							
	Using sources							
	Chronology							

Most useful knowledge to be passed onto the next year group.