



Early Learning Goals associated to the History National Curriculum

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- 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 local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 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 contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization

c. AD 900; Benin (West Africa) c. AD 900-1300.

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| | <p>Significant historical events, people and places in their own locality. Lives of significant individuals that have contributed to national and international achievements significant historical events, people and places in their own locality.</p> | <p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> | <p>Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain.</p> | <p>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</p> <p>A local history study</p> | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>The achievements of the earliest civilizations (Egyptians)</p> | <p>A non-European society that provides contrasts with British history (Mayans)</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WW2)</p> |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Historica Interpret | <p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | | <p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> | | <p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> | |

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| | Begins to identify and recount some details from the past from sources (eg. pictures, stories) | Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. | Looks at 2 versions of same event and identifies differences in the accounts. | Gives reasons why there may be different accounts of history. | Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others | Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Historical Investigations | KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events. | | KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | | KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | |

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| | <p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> | <p>Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> | <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p> | <p>Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p> | <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.</p> | <p>Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.</p> |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Chronological Understanding | <p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> | | <p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> | | <p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> | |

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| | <p>Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past</p> | <p>Recount changes in own life over time Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.</p> | <p>Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.</p> | <p>Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline.</p> | <p>Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods.</p> | <p>Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a</p> |
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| | | | | | | timeline. |
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| Knowledge and Understanding of Events, People and Changes in the Past | KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. | | KS2 History National Curriculum Children should note connections, contrasts and trends over time. | | KS2 History National Curriculum Children should note connections, contrasts and trends over time. | |

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| | Tell the difference between past and present in own and other people's lives | Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant event in history. Uses evidence to explain reasons why people in past acted as they did. | Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i> Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline | Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today. | Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. | Chooses reliable sources of factual evidence Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies. |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Presentin g, Organisin g and Communi cating | KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms. | | KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. | | KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. | |

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| | Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking). | Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past | Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes. | Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader. | Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience | Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms. |
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Progression of Vocabulary in History

| <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| <ul style="list-style-type: none"> • old • new • first • next • today • yesterday • ago • family tree | <ul style="list-style-type: none"> • same • different • change • past • present • days • months | <ul style="list-style-type: none"> • future • important • event • era • artefacts • chronological order • sequence • before • after • now • later • recently • during • source | <ul style="list-style-type: none"> • significant • power • development • BC/AD • century • decade • compare • contrast • influence • ancient • evidence • civilisation | <ul style="list-style-type: none"> • innovation • legacy • conquer • invasion • monarchy | <ul style="list-style-type: none"> • era • period • diversities | <ul style="list-style-type: none"> • Ideologies (Political, Religious and cultural) • cultural • context • advocate • democracy • interpretation |

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| | | <ul style="list-style-type: none"> • research | | | | |
| Topic Specific Vocabulary – can be amended | | | | | | |
| | Significant Person in History <ul style="list-style-type: none"> • Florence Nightingale • Hospital • Nurse • Injury • Clean • War • Soldier • Lady of the Lamp • History | Events in History <ul style="list-style-type: none"> • Commemorate • Fireworks • Guy Fawkes • Past • Poppy • Remember • Remembrance Day | Roman Empire <ul style="list-style-type: none"> • Centurion • Emperor • Aqueduct • Gladiator • Londinium • Britannia • Romanisation • senate • Roman baths • Amphitheatre • Hadrian's Wall • Colosseum • Fortress • Mosaic • invade • settle | Invaders <ul style="list-style-type: none"> • Settlers • Invaders • Settlement • Mercia • Kingdoms • Anglo Saxons • Vikings • Daneland • Norse • Raids • Longship • Scandanavia | Ancient Greece <ul style="list-style-type: none"> • Philosophy • Athenians • Spartans • Democracy • Olympics • Zeus • Apollo • Sacred • Temple • myth | WW2 <ul style="list-style-type: none"> • Allies • Nazi • Evacuation • Evacuee • Blitz • Holocaust • Refugees |
| | Queen Elizabeth II <ul style="list-style-type: none"> • Queen • Crown • Coronation • Buckingham Palace • Duke of Edinburgh • Royal Family • National Anthem | The Circus <ul style="list-style-type: none"> • Animal rights • Audience • Circus • Entertainment • Past • Performer • Present • Timeline • ringmaster | Stone Age/Bronze Age <ul style="list-style-type: none"> • Neolithic • Palaeolithic • tribal • hunter-gatherers • Stonehenge • Bronze Age | | | Mayans <ul style="list-style-type: none"> • Codice • Chichen • Itza • cacao • Ajaw • Kukulcán • pok-ta-pok • Huipil • Kin • uinal • Popol Vuh • pyramid |