



***Kingsway Primary School***

***History Progression Framework***

### **The EYFS outcomes for History/ Understanding the World aims to ensure that all pupils:**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **The National Curriculum for history aims to ensure that all pupils:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At Kingsway, we follow the EYFS Framework and National Curriculum for History. We teach History through the core elements; Historical Knowledge, Historical Concepts and Historical Enquiry. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

N.C. Outcome		Year	Knowledge and skills
Upper KS2	<p><b><u>Chronological Understanding:</u></b></p> <p>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>	6	<ul style="list-style-type: none"> <li>- Order an increasing amount of significant events, movements, using dates accurately and placing them onto a timeline</li> <li>- Accurately use dates and terms to describe historical events</li> <li>- Understand and describe in detail the main changes to an event in a period of History</li> <li>- Understand how some historical events occurred parallel in different locations</li> </ul> <p>Create a chronological overview of the significant developments and explain independently the sequence of key events and causes/effects across a historical topic such as the chronology of architecture of the world from Middle Ages to Modern Day with a focus on Edwardian, Victorian and 1930's Housing.</p> <p>A Non-European study that provides contrasts with British History such as the historical topic of Mayan Civilization. Pupils develop an in depth understanding and awareness of this historical society by learning about the social, economic, cultural and political aspects of Maya society.</p>
		5	<ul style="list-style-type: none"> <li>- Order an increasing amount of significant events, using dates accurately and placing them onto a timeline</li> <li>- Accurately use dates and terms to describe historical events</li> <li>- Understand and describe in detail the main changes to an event in a period of History</li> <li>- Understand how some historical events occurred parallel in different locations</li> </ul> <p>Study and develop a secure knowledge of key events in Local, British and World history through the historical events and impacts of World War 1 and World War 2.</p>

	<p><b><u>Chronological Understanding:</u></b></p> <p>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>How did these events effect and change people’s lives locally, throughout their country and worldwide.</p> <p>Study a historical event in depth such as the Holocaust within an overview study of a time period- World War 2. Pupils are able to create a timeline of events within a larger timeline of events.</p> <p>Pupils will be able to understand and describe the details and timeline of the Titanic and compare these events to modern day.</p>
<p>Lower KS2</p>		<p>4</p> <ul style="list-style-type: none"> <li>- Sequence several events, artefacts or significant individuals on a timeline using dates and key vocabulary to describe the passing of time</li> <li>- Understand that a timeline can be divided into BC and AD.</li> </ul> <p>Pupils can identify details from a local, national and global historical topic to show some awareness of themes, societies, events and people. For example: Recall a number of achievements of the Egyptians.</p> <p>Pupils can secure an understanding around the key changes of BC and AD through the topic of Ancient Egypt society focusing on the rites, roles, pyramids and inventions which occurred in this time period.</p> <p>Pupils can sequence some events, artefacts and individuals across the Stone Age to Iron Age with a focus on invaders and settlers.</p> <p>Pupils can timeline some events during the Tudor period.</p>

		3	<ul style="list-style-type: none"> <li>- Sequence several events, artefacts or significant individuals on a timeline using dates and key vocabulary to describe the passing of time.</li> <li>- Understand that a timeline can be divided into BC and AD.</li> </ul> <p>Pupils can study and develop knowledge of British and world history. Including the Roman Empire and its effect on Britain, and the Viking/Anglo-Saxon struggle for England during the reign of Edward the Confessor.</p> <p>Pupils can place historical events in order. For example, they recognise the Roman Empire came before the Saxon conquest of England</p> <p>Pupils can understand the divide between BC and AD by studying the topic of the Roman Empire and its impact of Britain, the power of its army, the British resistance and Boudicca.</p> <p>Pupils can understand the events on a timeline through the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>
KS1	<p><b><u>Chronological Understanding:</u></b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework.</p>	2	<ul style="list-style-type: none"> <li>- Sequence artefacts and events that are close together in time</li> <li>- Order dates from earliest to latest on simple timelines</li> <li>- Sequence pictures from different periods</li> <li>- Describe memories and changes that have happened in their own lives</li> </ul> <p>Pupils can understand where the events they have studied fit on a timeline. For example when researching The Great Fire of London or recognising when Christopher Columbus and Captain Cook fit into a simple timeline.</p>

		1	<ul style="list-style-type: none"> <li>- Sequence artefacts and events that are close together in time</li> <li>- Order dates from earliest to latest on simple timelines</li> <li>- Sequence pictures from different periods</li> <li>- Describe memories and changes that have happened in their own lives</li> <li>- Sequence events in their lives chronologically.</li> </ul> <p>Pupils will explore and create a family tree focusing on their living memory and creating a simple timeline of their family.</p> <p>Pupils can sequence pictures from when they were born to their latest living memory.</p> <p>Pupils have the opportunity to discuss significant events.</p>
	<p><b><u>Past and Present ELG</u></b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society</li> <li>- Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	EYFS	<p>In EYFS the children’s historical knowledge will be built up upon their personal history therefore practitioners should encourage children to talk about their significant past events. For example, in group task we have one session focused on circle time where we discuss significant events such as birthdays, celebrations, festivals and what did they do at the weekend.</p> <p>Children should know some things that happened to me in the past.</p> <p>Children should be able to discuss a significant event such as their birthday and be able to tell others how old they are.</p> <p>Children should be able to discuss past and present events in their own life and their families through circle time and provision time. E.g my mummy is having a baby, I am going to be a big sister.</p> <p>Circle time is a great opportunity for the children to show and tell their past, present and future events. For example, the children were asked to fill and create a Summer Shoebox. This gave the children opportunities to discuss key events in their summer holiday.</p> <p>Children should be able to talk and sequence some events related to objects/ actions such as in class we demonstrated how to create a jam sandwich step by step. As a result of this it should encourage the children to think of their actions in a chronological framework.</p>

			<p>Use every day language related to time e.g. old, new, young, days, today, yesterday, and tomorrow.</p> <p>Use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, and tomorrow.</p>
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	N.C. Outcome	Year	Knowledge and skills
<p style="text-align: center;"><b>Upper KS2</b></p>	<p><b><u>Knowledge and Understanding of events, people and changes in the past:</u></b></p> <p>Pupils should note connections, contrasts and trends over time.</p>	<p>6</p>	<ul style="list-style-type: none"> <li>- identify and note connections, contrasts and trends over time in the everyday lives of people</li> <li>- use appropriate historical terms such as culture, religious, social, economic and political when describing the past</li> <li>- examine causes and results of great events and the impact these had on people</li> <li>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> </ul> <p>Pupils can compare similarities, differences and changes within and across some topics and offer some explanations. For example, explain the differences within early-modern architecture.</p> <p>Pupils should comment independently on different types of causes and effects for events such as the architecture through time. Developing their subject knowledge of The Great Fire of London and exploring the possibilities to why this began and how it correlates with the architecture of the current times. Understand how different sources can lead to different interpretations about a person or event, and offer explanations for these differences.</p> <p>To make strong connections between The Restoration Period, Industrial Revolution, Steel Age and Modern Day.</p> <p>School visit to Nottingham City Centre to discuss and explore the significant architecture and key developments from a specific significant architecture- Watson Fothergill.</p>



	<p><b><u>Knowledge and Understanding of events, people and changes in the past:</u></b></p> <p>Pupils should note connections, contrasts and trends over time.</p>	5	<ul style="list-style-type: none"> <li>- identify and note connections, contrasts and trends over time in the everyday lives of people</li> <li>- use appropriate historical terms such as culture, religious, social, economic and political when describing the past</li> <li>- examine causes and results of great events and the impact these had on people</li> <li>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> </ul> <p>Compare similarities, differences and changes within and across some topics World War One and World War Two.</p> <p>Pupils should explain the significance and roles of causes and effects across a range of events and developments linked to the various factors that led to World War One.</p> <p>Pupils should understand how different sources can lead to different interpretations about a person or event such as the causes and results of the Titanic.</p> <p>Pupils should explore the historical topic- Legacy of Greek culture, art, literature and their impact on the Western World.</p> <p>School Visit to The Holocaust Museum</p>
Lower KS2		4	<ul style="list-style-type: none"> <li>- note key changes over a period of time and be able to give reasons for those changes</li> <li>- find out about the everyday lives of people in time studied compared with our life today</li> <li>- explain how people and events in the past have influenced life today</li> <li>- identify key features, aspects and events of the time studied</li> </ul>

		<ul style="list-style-type: none"> <li>- describe connections and contrasts between aspects of history, people, events and artefacts studied</li> </ul> <p>Pupils can make valid statements about the main similarities, differences and changes within the Ancient Egyptians, Stone Age to Iron Age and Tudors.</p> <p>Pupils can note key changes from the hunters and settlers and be able to give reasons for these changes.</p> <p>Pupils can find out how society in Ancient Egypt was organised, who the Pharaohs were and why they were important, discover Egyptian Gods and Goddesses.</p> <p>Pupils will explore the lives of children in the Tudor times and compare this knowledge and understanding to today's society.</p> <p>School visit and study a local historical site- Cresswell Crags- to discover details about life in the past.</p>
	3	<ul style="list-style-type: none"> <li>- note key changes over a period of time and be able to give reasons for those changes</li> <li>- find out about the everyday lives of people in time studied compared with our life today</li> <li>- explain how people and events in the past have influenced life today</li> <li>- identify key features, aspects and events of the time studied</li> <li>- describe connections and contrasts between aspects of history, people, events and artefacts studied</li> </ul> <p>Pupils should compare and contrast trends over time. For example: how does Victorian schooling compare to modern schooling?</p> <p>Comment on some of the cause and effects for key events during their study of historical events. For example: Explain some of the reasons for the Viking/Saxon struggle for England.</p> <p>Pupils should research the Roman Empire and its impact on Britain.</p>

			<p>Pupils should identify Queen Victoria and show an awareness of her importance and stance in society. Consider what life was like for children in the past to modern schooling.</p> <p>School Visit- Southwell workhouse</p>
KS1	<p><b><u>Knowledge and Understanding of events, people and changes in the past:</u></b></p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>	2	<ul style="list-style-type: none"> <li>- recognise some similarities and differences between the past and the present</li> <li>- identify similarities and differences between ways of life in different periods</li> <li>- know and recount episodes from stories and significant events in history</li> <li>- understand that there are reasons why people in the past acted as they did</li> <li>- describe significant individuals from the past</li> </ul> <p>Pupils should compare the past and present London with a focus on The Great Fire of London and the story book Katie in London.</p> <p>Pupils should explore the similarities and difference between sea sides then and now.</p> <p>Recount stories about significant events such as the great explorers Christopher Columbus and Captain Cook.</p> <p>Pupils should understand why our local legend- Robin Hood acted the way he did.</p> <p>School visit - Sherwood Forest/ The Major Oak.</p>
		1	<ul style="list-style-type: none"> <li>- recognise some similarities and differences between the past and the present</li> <li>- identify similarities and differences between ways of life in different periods</li> <li>- know and recount episodes from stories and significant events in history</li> <li>- understand that there are reasons why people in the past acted as they did</li> </ul>

		<ul style="list-style-type: none"> <li>- describe significant individuals from the past</li> </ul> <p>Pupils should discuss their personal history as well as their parents or grandparents- with a focus on the difference between childhood today and our grandparent's childhood.</p> <p>Pupils should be able to describe a variety of toys from the present and past- to discuss how they have changed or how they are similar.</p> <p>People should have a good understanding of our significant individuals- Ruby Bridges (American school/ segregation) Helen Keller (sight impairment) and Grace Darling (lighthouse keeper's daughter) Why did society act in this way in the past.</p> <p><b>School Visit- Toys Mansfield Museum</b></p>
	<p><b>Past and Present ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p>EYFS</p> <p>Children will have the opportunity to listen to stories about the past.</p> <p>Children should be able to identify similarities and differences through various stories e.g The Nativity.</p> <p>Children should be able to recount parts of stories and memories about the past.</p> <p>With support, children should be able to research some facts about people and events which happened long ago such as Guy Fawkes when we celebrated Bonfire Night.</p> <p>Children will have the opportunity to look at various books and stories independently and ask for help to identify key concepts.</p>

N.C. Outcome		Year	Knowledge and skills
Upper KS2	<p><b><u>Historical Investigation:</u></b></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	6	<ul style="list-style-type: none"> <li>- recognise when they are using primary and secondary sources of information to investigate the past</li> <li>- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> <li>- select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>- investigate their own lines of enquiry by posing historically valid questions to answer</li> </ul>
		5	<ul style="list-style-type: none"> <li>- recognise when they are using primary and secondary sources of information to investigate the past</li> <li>- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> <li>- select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>- investigate their own lines of enquiry by posing historically valid questions to answer</li> </ul>

Lower KS2	<p><b><u>Historical Investigation:</u></b></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	4	<ul style="list-style-type: none"> <li>- use a range of primary and secondary sources to find out about the past</li> <li>- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past</li> <li>- regularly address and sometimes devise own questions to find answers about the past</li> <li>- begin to undertake their own research</li>   <li>- Can use a range of sources to make and answer historical enquiries (For example, a range of sources and artefacts when studying stone-iron age Britain.)</li> <li>- Independently devise a range of historical questions and answer them through their own enquiries. (For example, answering their own questions about life in Ancient Egypt.)</li> <li>- The child can comment on how different sources can be used to build pictures of a past (for example: What an arrowhead might be able to tell you about Iron Age Britain.)</li> </ul>

		3	<ul style="list-style-type: none"> <li>- use a range of primary and secondary sources to find out about the past</li> <li>- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past</li> <li>- regularly address and sometimes devise own questions to find answers about the past</li> <li>- begin to undertake their own research</li>   <li>- Can use a range of sources to make and answer historical enquiries (For example: a range of sources when investigating the Roman impact in Britain).</li> <li>- Begin to independently devise a range of valid historical questions and answer them during their enquiries. (For example: plan a Victorian schooling drama using their own findings.)</li> </ul>
KS1	<p><b><u>Historical Investigation:</u></b></p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p>	2	<ul style="list-style-type: none"> <li>- observe or handle evidence to ask simple questions about the past</li> <li>- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</li> <li>- choose and select evidence and say how it can be used to find out about the past</li> </ul>

		1	<ul style="list-style-type: none"> <li>- observe or handle evidence to ask simple questions about the past</li> <li>- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</li> <li>- choose and select evidence and say how it can be used to find out about the past</li> </ul> <p>Pupils should look at various toys from the present and the past, the artefacts should spark interest and provide opportunities for pupils to discuss, answer and ask simple questions. Pupils will use photos of themselves and family members to create a family tree/ time line.</p>
	<p><b><u>Past and Present ELG</u></b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	EYFS	<p>Through various books, children should be able to look at pictures, new vocabulary and discuss similarities and differences, e.g. “which things may be from the past/ a long time ago? Which things may be new or old?”</p> <p>Children can look at pictures from the past and personal past experiences. E.g around the areas in our unit we display various pictures of the children learning and they notice themselves and their friends in the pictures and discuss what they were doing in that past event.</p> <p>Children are given the opportunity to ask and answer questions about personal past and present events in circle time.</p> <p>Children are encouraged to use some historical vocabulary such as yesterday, before, a long time ago or in the past. Also at this stage of development it’s essential to be constantly modelling the past tense vocabulary when we communicate. For example, “I play outside with my friends./ I played outside with my friends.”</p> <p>In our topic of minibeasts, children will be encouraged to ask and answer questions about the creatures. This is specifically portrayed when we look at a life cycle of one minibeast. As a result of this, the children should be able to use key vocabulary to describe these events such as first, then, before and after.</p> <p>Children are provided with the opportunity to look at objects from the past and discuss.</p>



		<p>For example, in our topic of Dinosaurs we look at artefacts from a long time ago through role play activities, researching on computers together and reading various books. E.g in our sand area children can independently become an archaeologist and dig for dinosaur fossils which encourages curiosity about past events, promotes new vocabulary and imaginative/ story-telling skills.</p> <p>When we celebrate birthdays, children share with the whole class their personal experience. Children discuss their age and what they did on their birthday.</p>
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N.C. topics		Year	Knowledge and skills
KS2	<p><b><u>Historical Interpretation:</u></b></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p>	6	<ul style="list-style-type: none"> <li>- find and analyse a wide range of evidence about the past</li> <li>- use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>- consider different ways of checking the accuracy of interpretations of the past</li> <li>- start to understand the difference between primary and secondary evidence and the impact of this on reliability</li> <li>- show an awareness of the concept of propaganda</li> <li>- know that people in the past represent events or ideas in a way that may be to persuade others</li> <li>- begin to evaluate the usefulness of different sources</li> </ul>
		5	
		4	
		3	
KS1	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p>	2	<ul style="list-style-type: none"> <li>- start to compare two versions of a past event</li> <li>- observe and use pictures, photographs and artefacts to find out about the past</li> <li>- start to use stories or accounts to distinguish between fact and fiction</li> <li>- explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>
		1	
EYFS	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	EYFS	<ul style="list-style-type: none"> <li>- observe and use pictures, photographs and artefacts to find out about the past</li> <li>- start to use stories or accounts to distinguish between fact and fiction</li> </ul>

## Historical Topics

N.C. topics		Year	Knowledge and skills
KS2	<p>Stone Age to Iron age Britain</p> <p>Roman Empire and its impact on Britain.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Viking and Anglo-Saxon struggle for England during Edward the Confessor</p>	6	<p>Mayan empires.</p> <p>Architecture of the world from middle ages to modern day.</p> <p>Restoration period and Industrial Revolution</p> <p>Revisiting the Great Fire of London through the study of architecture.</p>
	<p>A local history study</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>	5	<p>WW1 and WW2</p> <p>Titanic</p> <p>Legacy of Ancient Greek art, culture, literature and architecture on the modern world.</p>
	<p>The achievements of the earliest civilizations – a depth study of an ancient civilization of: Ancient Sumer, Indus Valley, Egypt or Shang Dynasty.</p> <p>Ancient Greece – a study of Greek life and achievements and it's influence on the western world.</p>	4	<p>Ancient Egypt – How did they live?</p> <p>Tudors</p> <p>Trip to Cresswell Crags – comparing life in the Stone age, bronze age and iron age.</p>
	<p>A non-european society that provides contrasts with British History – one from early Islamic civilisation (including Baghdad), Mayan civilisation or Benin.</p>	3	<p>Roman Empire and its effect on Britain – The Roman Empire n 42AD and British Resistance to it.</p> <p>Vikings and Anglo-Saxons during Edward the Confessor</p> <p>Victorians</p>
KS1	<p>Significant Individuals in the past</p> <p>Significant historical events</p>	2	<p>Robin Hood and Castles</p> <p>Great Fire of London</p>

	<p>Changes within living memory</p> <p>Significant historical events in their own locality</p>		<p>How sea sides have changed</p> <p>Comparing explorers – Columbus and Cook</p>
		1	<p>My Personal History</p> <p>Toys</p> <p>Superheroes (significant people)- Ruby Bridges, Helen Keller and Mary Anning.</p>
EYFS	<p><b><u>Past and Present ELG</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	EYFS	<p>Celebrations-</p> <p>Children should be able to discuss past events such as birthdays, The Nativity, how we celebrate Christmas now and any special events which may have happened within their family. (e.g marriage, new baby brother or sister or a family members birthday)</p> <p>Children are given the opportunity to show and tell about their birthdays.</p> <p>Dinosaurs-</p> <p>Key vocabulary is used more frequently such as; in the past, a long time ago, before, old, new, discovered, research, now and then.</p> <p>Comparing past events. E.g How old are we and how old are dinosaurs?</p> <p>Children should be able to look at and discuss similarities and differences between dinosaurs and animals in the present with support from pictures, books and adults.</p> <p>Key curiosity questions will be asked. Eg. I wonder how many years ago, I wonder who was the first person to see a dinosaur or I wonder who the first person to find a fossil was.</p> <p>Investigations take place. E.g could dinosaurs still be alive, we're going on a dinosaur hunt.</p> <p>Children are constantly being asked open- ended questions to promote discussions about personal past, present and future events in their own lives and in the lives of family members. This may be carried out formally through circle time or show and tell, however, this can also be completed informally when in provision time and taking observations.</p>

History Vocabulary Progression:

EYFS: Talk about the lives of the people around them and their roles in society.

- use historical vocabulary to retell simple stories about the past
- use drama/role play to communicate their knowledge about the past

Today	Day	old	Grandparent		
yesterday	Week	new	Memory		
Tomorrow	Month	Parent	Calendar		
The present	Long ago	Child	Remember		
The past	The future	Baby			

KS1: Pupils should use a wide vocabulary of everyday historical terms.

- talk, write and draw about things from the past
- use historical vocabulary to retell simple stories about the past
- use drama/role play to communicate their knowledge about the past

Year	Decade	Century	Ancient	Modern	Impact	Evidence	Monarch	
Timeline	order	Similar	Different	Because	Significant	Why?	Parliament	
Living memory	toys	inventions	Grandparent's time	Older	Memorial	Historians	Government	
Younger	Memories	Artefact	When?	What?	Investigate	Experts	War	
Where?	When?	Chronological order	era	Period	research	Opinion	Remembrance	

KS2: Pupils should develop the appropriate use of historical terms.

- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious
- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports
- plan and present a self-directed project or research about the studied period

Anachronism	AD	Thousands of years	Stone age	Iron age	Celts	Neolithic	Bronze age	Hunter-gather	Religion
BC	Millennium	Hill forts	Sacrifice	Nomadic	Boudicca	Romans	Britons	invasion	Civilisation
Emperor	Empire	Army	soldiers	Resistance	Conquest	Revolt	Outpost	Colony	Gods/Goddesses
archaeologist	Archaeology	Sources	Legacy	effects	Reasons	Change	Continuity	This suggests...	First hand evidence
Second hand evidence	Myths and legends	Ancient Greece	Ancient Egypt	The Saxons	The Vikings	Middle Ages	Migration	Kingdoms	Settlements
Reputation	raids	Achievements	Democracy	Infer	Historian	The Victorians	The Tudors	Monarchy	Roman catholic
Protestant	Eye witness	Reliable	Unreliable	Slums	Mills/factories	Reformers	The reformation	20 <sup>th</sup> century	Trench war
World War I	World War II	Nation	Primary evidence	Secondary evidence	This source suggests that...	This source doesn't show that ...	Consequences	impression	My conclusion is that...
Blitz	Alliance	Home front	Culture	Morale	Vote	Parliament	Suffrage	Excavate	Propaganda
Biased	Motive	Causes	Social	Political	Economic	Religious	Ruled	Reigned	Conquer