

# History Subject content and progression

Year 1	<ul style="list-style-type: none"> <li>• Sequence objects identifying old and new.</li> <li>• Recognise passing of time e.g. lunchtime/ home time yesterday/today. a long time ago.</li> <li>• Know the difference between the past and present.</li> <li>• To talk about similarities and differences between ways of life in different periods.</li> <li>• With support decide how to find the answers to questions.</li> <li>• Use parts of stories to understand the features of a key event.</li> <li>• <b>Key vocabulary: old, new, past, present, yesterday, a long time ago, day, year, month,</b></li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Ask and respond to questions about the world and ask about why things happen.</li> <li>• To compare and contrast ways of life at different times.</li> <li>• With support decide how to find the answers to questions.</li> <li>• Sequence main points of a significant event or a famous person's life.</li> <li>• With direction use sources to find the answers to questions.</li> <li>• Understand that things are represented in different ways (sources) e.g. pictures, models, artefacts.</li> <li>• <b>Key vocabulary: past, present, artefacts, sources, compare, contrast</b></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Show an awareness of people, objects and places and events in the world past and present.</li> <li>• Understand that in the past people may have lived in different ways and begin to identify differences.</li> <li>• Place significant dates on a simple time line.</li> <li>• Begin to talk about which historical sources are most useful to give us information.</li> <li>• Find information independently and use sources of information in ways that go beyond simple explanations to answer questions.</li> <li>• Understand that the past can be divided into different periods of time.</li> <li>• <b>Key vocabulary: BC, AD, ancient, source, evidence, fossil, artefact</b></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Observe, describe and compare objects, places, people and events and offer explanations for this.</li> <li>• Have some factual knowledge and understanding of aspects of the history of Britain and the wider world.</li> <li>• Begin to recognise differences between different periods of time.</li> <li>• To develop an understanding of cause and consequence.</li> <li>• Begin to select and combine different information from different sources.</li> <li>• Show some understanding that events and results can be interpreted in different ways.</li> <li>• Consider what sources of information can be used to answer questions and select information from sources provided.</li> <li>• Be able to describe changes over time.</li> <li>• To ask perceptive questions about the past.</li> <li>• <b>Key vocabulary: civilisation, empire, military, settlement, invaders, settlers, chronological, century, decade</b></li> </ul>

Year 5	<ul style="list-style-type: none"> <li>• Observe, describe and compare showing an increasing depth of factual knowledge and understanding of the influence of Britain and the wider world.</li> <li>• Be able to fit people and periods into a chronological framework.</li> <li>• Begin to produce structured account e.g. a chronological report using dates and terms.</li> <li>• To understand cause and consequence in historical events.</li> <li>• Draw conclusions consistent with the evidence.</li> <li>• Begin to recognise continuity and changes and give reasons for these.</li> <li>• Demonstrate understanding that events, changes, people and results can be represented and interpreted in different ways and suggest reasons for this.</li> <li>• To think critically about evidence and its usefulness.</li> <li>• To ask perceptive questions about the past and follow own lines of enquiry to investigate possible answers.</li> <li>• <b>Key Vocabulary: social, economic, philosophy,</b></li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Use think critically, sifting arguments and weighing evidence of people, events, places and objects when developing and communicating ideas about Britain and the wider world past and present.</li> <li>• To develop own lines of enquiry.</li> <li>• Be able to describe features of past societies and periods in the context of their developing chronological framework.</li> <li>• Be able to make links between features within and across different periods.</li> <li>• Select from a range of information sources and sources of evidence in order to answer a question.</li> <li>• To evaluate sources of information and identify the most useful ones, developing perspective and judgement.</li> <li>• Recognise the links and relationships between people, places, objects and events and how they can be dependent on each other.</li> <li>• Identify changes over time and make connections between local, national and international history as well as social, economic, military, political, religious and cultural histories.</li> <li>• <b>Key vocabulary: primary/secondary sources,</b></li> </ul>

Year group	Suggested History Topics		
1 2	Great Fire of London	Explorers (to include Christopher Columbus & Neil Armstrong)	Explorers (to include Christopher Columbus & Neil Armstrong)
	Gunpowder plot	Inventors (to include William Caxton and Tim Berners Lee)	Local study
3 4	Romans	Ancient Egyptians	Ancient Egyptians
	Stone age- Iron Age	Anglo Saxons	Anglo Saxons
5 6	Vikings	Mayans	Miners Strike
	Greeks	British history (transport/battle of Britain)	Shang Dynasty of ancient China