

History Subject content and progression

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

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

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