

**ABINGDON PRIMARY SCHOOL –
History Progression of Knowledge**



CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VOCABULARY AND KEY CONCEPTS	Old, new, story, photograph, yesterday, this morning, remember, memory, passing of time, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend, family, long.	<p>Chronology</p> <p>past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, evidence, events, sources.</p> <p>Use specific vocabulary linked to periods studied: world, important person, change, diary, king or queen, significant individual, important person, before, Parliament, during, after, improve, next, since, anniversary.</p>	<p>Develop vocabulary: Old, new, young, younger, old, older, year, change, a little while ago, a very long time ago, past, present, now, then, before I was born, a long time ago, when I was younger, years, evidence, events, sources.</p> <p>Use specific vocabulary linked to periods studied: local, national, international, representation of the past, historical events, anniversary, globally, later, living memory, time scales, early, battle, impact, achievements.</p>	<p>Continue to develop vocabulary: Decade, century, period, before Christ, after, before, during, artefact, evidence, documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites, rich, poor, changes, differences, reasoning, compare, contrast</p> <p>Timeline, BC (Before Christ), AD (Anno Domini), past present, centuries, during, before, period of time,</p> <p>Use specific vocabulary linked to periods studied: International, significant individual, civilisation, AD, BC, contribution, cause, chronological, archaeologist, hunter gatherer, Paleolithic, stone age, bronze age, Mesolithic, Neolithic, defeat, bronze age, Skara brae, hill forts, iron age, stone circle, change, similar, druids, artefacts, difference, tomb, Pharaoh, Acropolis, Greek influence palaeontologists, archaeologist</p>	<p>Continue to develop vocabulary: Decade, century, period, before Christ, after, before, during, artefact, evidence, documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites, rich, poor, changes, differences, reasoning, compare, contrast</p> <p>Timeline, BC (Before Christ), AD (Anno Domini), past present, centuries, during, before, period of time,</p> <p>Use specific vocabulary linked to periods studied: International, significant individual, civilisation, AD, BC, contribution, cause, chronological, archaeologist, hunter gatherer, Paleolithic, stone age, bronze age, Mesolithic, Neolithic, defeat, bronze age, Skara brae, hill forts, iron age, stone circle, change, similar, druids, artefacts, difference, tomb, Pharaoh, Acropolis, Greek influence palaeontologists, archaeologist</p>	<p>Continue to develop vocabulary: Decade, century, period, before Christ, after, before, during, artefact, evidence, documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, rich, poor, changes, differences, reasoning, compare, contrast</p> <p>Timeline, BC (Before Christ), AD (Anno Domini), past present, centuries, during, before, period of time,</p> <p>Use specific vocabulary linked to periods studied: Invasion, influence, significance, culture, civilisation, Caesar, rebellion, centurion, legacy, interpret, Empire, Europe, Aztecs, Mayans</p>	<p>Answer historical questions by describing, explaining and evaluating using specific historical terminology.</p> <p>Timeline, BC (Before Christ), AD (Anno Domini), past present, centuries, during, before, period of time, social, religious, political, technological, cultural</p> <p>Documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, rich, poor, changes, differences, reasoning, compare, contrast, causes, consequences, useful, irrelevant</p> <p>Primary source, secondary source</p> <p>Vikings, Viking raids, democracy, Rights, Suffragettes, Danes, propaganda.</p>

<p>CHRONOLOGICAL UNDERSTANDING</p>	<p>Can retell a simple past event.</p> <p>Can use past/present/future forms accurately</p>	<p>Show a distinction between the present and past in their own and other peoples' lives.</p> <p>Sequence events in their own lives.</p> <p>Sequence 3/4 artefacts from different periods of time.</p> <p>Use every day terms about the passing of time.</p>	<p>Describe memories of key events in their life.</p> <p>Use information to describe the past.</p> <p>Using information given, describe the differences between then and now</p> <p>Begin to explain from evidence given why people from the past acted the way they did.</p> <p>Recount main events from a significant time in history.</p> <p>Begin to use timelines to place events.</p>	<p>Use a timeline to place events - understand a timeline can be split into BC/AD.</p> <p>Use dates and terms related to the study.</p> <p>Name and date some significant events studied and place them on a timeline.</p>	<p>Know and sequence key events of time studied.</p> <p>Name and date several significant events from the past studied and place them in the right order on a timeline.</p> <p>Understand and use BC/AD</p>	<p>Relate current studies to previous studies.</p> <p>Place current study on a timeline in relation to other times studied.</p> <p>Make comparisons between different times in the past.</p> <p>Use relevant dates and terms.</p> <p>Know and sequence up to 10 events on a timeline of the period studied.</p>	<p>Place current study on a timeline in relation to other times studied.</p> <p>Use a timeline to place events, periods and cultural movements from around the world.</p> <p>Be able to describe changes including socially, religious and politically.</p>
<p>HISTORICAL ENQUIRY</p>	<p>Encourage children to talk about their own life, and to find out about other children's experiences.</p> <p>Encourage children to be able to distinguish between past/present and future events in their own lives.</p>	<p>Begin to find answers to simple questions about the past from sources of information e.g. artefacts, internet and books.</p>	<p>Answer questions about the past by making simple observations from historical sources.</p> <p>Ask questions such as:</p> <p>Why did _____ act the way...</p> <p>Why is it important that we remember these events/lives today?</p>	<p>With help, using various sources of information, visits to museums/sites to collect evidence about the past.</p> <p>Ask:</p> <p>“What was it like for a... (pharaoh, tribal leader, Greek resident, Stockport resident) during...</p> <p>Begin to suggest sources of evidence to help answer questions.</p>	<p>Begin to select and combine information from different sources.</p> <p>Begin to use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums/sites and galleries to collect evidence about the past.</p> <p>Ask “What was it like for a... (Celt, Greek, Pharaoh, farmer etc.)</p> <p>Why did people in Iron Age Britain build hill forts?</p> <p>Why did the Greeks invent the Olympics?</p> <p>Suggest reliable sources of evidence to help answer questions.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums/sites and galleries to collect evidence about the past.</p> <p>Begin to ask and answer questions using reliable sources of evidence such as:</p> <p>“What was it like for a... (an evacuee, soldier, civilian...)</p> <p>Realise there is often not a single answer to historical questions.</p>	<p>Recognise primary and secondary sources.</p> <p>Using their knowledge and understanding, children ask historical questions and evaluate historical sources.</p> <p>Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

<p>KNOWLEDGE AND UNDERSTANDING OF EVENTS IN THE PAST</p>	<p>Children to remember and talk about significant events in their own experience.</p> <p>Children enjoy and talk about when they have joined in with family customs and routines.</p> <p>Children talk about past and present events in their own lives or in the lives of family members.</p>	<p>Find out some facts about people long ago.</p> <p>Find some facts about events that happened long ago.</p> <p>Say why people may have acted as they did.</p> <p>Recognise the difference between past and present in their own and others' lives e.g. Guy Fawkes</p>	<p>Use information to describe the past. Use information about the past to describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Find out about everyday lives of people in periods studied and compare with our life today.</p> <p>Identify and understand reasons for and results of peoples actions</p> <p>Use evidence to describe the past.</p> <p>Use evidence to find out about changes and give reasons why changes may have occurred.</p> <p>Describe similarities and differences between some people, events and objects – emphasise changes between different periods of prehistory (Stone Age-Bronze Age-iron Age)</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Describe how some of the things from the past affect life today.</p> <p>Describe similarities and differences between some people, events and objects, within the studied period of history and its influence on modern life.</p> <p>Begin to recognise the causes and consequences of the main events and changes.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Show knowledge and understanding of aspects of history.</p> <p>Describe the characteristic features of past societies and periods.</p> <p>Identify changes within and across periods.</p> <p>Compare an aspect of life with the same aspect in another time period Describe some of the main events, people and changes.</p> <p>Give some of the causes and consequences of the main events and changes.</p>	<p>Look at different versions of the same event in history and identify differences in the accounts.</p> <p>Know that people both now and in the past represent events or ideas in a way that persuades others.</p>
<p>INTERPRETATION</p>	<p>Share stories that reflect the diversity of children's experiences.</p> <p>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</p>	<p>Identify different ways in which the past is represented; look at books and listen to stories.</p> <p>Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past.</p> <p>Ask – how reliable are their memories?</p>	<p>Identify different ways in which the past is represented; listen to stories and eye- witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.</p> <p>Compare two versions of a past event Discuss reliability of photographs/accounts/stories.</p>	<p>Looked at two versions of the same event in history and identify differences in the accounts.</p> <p>Identify and give reasons why there may be different accounts of history.</p>	<p>Identify and give reasons for different ways in which the past is represented. Look at different representations of the period – museum, cartoons etc.</p> <p>Look at the evidence available and begin to evaluate the usefulness of different sources</p>	<p>Choose reliable sources of factual evidence to describe the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence from research.</p> <p>Show on a time line, the changes that have been identified.</p> <p>Describe similarities and differences between some people, events and objects and describe how some of the things from the past affect life today.</p>	<p>Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Consider ways of checking the accuracy of interpretations Be aware that different evidence will lead to different conclusions Propaganda vs trusted sources</p>