

**Progression in History at Windmill Primary -overview from EYFS to end of Key Stage Two.**

Progression in history involves developing historical perspective through:

- wider, more detailed and chronologically secure knowledge.
- sharper methods of enquiry and communication.
- deeper understanding of more complex issues and of abstract ideas.
- closer integration of the disciplinary concepts.
- greater independence in applying all these qualities.

<b>Key substantive knowledge to be taught and developed.</b>			
	<b>By the end of EYFS:</b>	<b>By the end of KEY STAGE ONE:</b>	<b>By the end of KEY STAGE TWO:</b>
<p><b>Knowledge / understanding – factual:</b> <i>(includes characteristic features of periods)</i></p>	<p>Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. Can see how life must have been different in the past. Realise that images from stories and nursery rhymes are not from nowadays, referencing period detail and by end of key stage gives increasing depth of period detail in their answers. Understands that the world was different in the olden days. Identify old and new.</p>	<p>Develop an awareness of the past. Use common words and phrases relating to the passing of time. Know where all people/events studied fit into a chronological framework. Identify similarities / differences between periods. Confidently identify old and new items, matching pictures of items to those that would have used them. Find out some facts about people and events that happened long ago. Describe the main events from a significant period in history. Give increasing depth of period detail in their answers with a widespread use of precise terms.</p>	<p>Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time including the characteristic features of periods and societies. Understand some of the key characteristics of the period being studied and can spot anachronisms. Know that not everyone in the past lived in the same way, contrasting life for rich and poor, men and women. Describe and explain ways of life at different levels of society and</p>

		<p>Understand that not everyone in the past had the same experience.</p> <p>By the end of the key stage, whenever pupils study a theme, they should be comparing not just 'then' and 'now' but 'then' with another 'then.'</p>	<p>understand that people would have different outlooks on life depending on their social standing.</p> <p>Make links between the different features of a society to make sense of the world lived in by people in the past., explaining beliefs and attitudes in terms of why people might have had those ideas showing a real sense of period.</p> <p>Instinctively avoid sweeping generalization saying instead, 'it all depends on who you were, what position you had in society.'</p> <p>Describe how some of the things studied from the past affect life today.</p>
<p><b>Chronological knowledge:</b></p>	<p>Use everyday language related to time. Use terms 'old' and 'new' and 'then' and 'now'.</p> <p>Order and sequence familiar events. Describe and sequence differences between him or herself as a baby and as he or she is now.</p>	<p>Use simple timelines to sequence processes, events and objects within their own experience.</p> <p>Understand how to put people, events and objects in order of when they happened including on a simple timeline.</p> <p>Recognise that dates are used to describe events in time.</p> <p>Describe relative lengths of time where action takes place over a long period of time.</p>	<p>Use a timeline to sequence events that <b>create change</b>. Name the specific date of any significant event and place it in the right place on a timeline.</p> <p>Understand that a timeline can be divided into BCE and CE.</p> <p>Talk about the past in terms of periods e.g. Egyptian, Roman.</p> <p>Understands that ancient means thousands of years ago.</p> <p>Use a timeline to place events both in this country and abroad to draw comparisons.</p>

<p><b>Historical concepts:</b> <i>(historical substantive concepts threaded throughout the curriculum)</i></p>	<p><b>POWER, DIVERSITY, RESISTANCE, CREATION, SOURCE</b></p>		
<p><b>Historical language:</b></p>	<p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. Understand and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago.'</p>	<p>Use words and phrases such as: old, new, a long time ago, when I was a toddler, before I was born, olden days. Confidently use and understand words and phrases such as then, now, past, before, after. Describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.</p>	<p>Develop the appropriate use of historical terms. Use and understand words and phrases such as era, period, prehistory, civilisation, BCE, CE, century and decade. Use and understand dates and specific language terms to establish period detail (eg) Blitz, evacuation, September 1939 – 1945</p>
<p><b>Enquiry; using evidence &amp; communicating ideas:</b> <i>(progression handling evidence to find out about the past using a range of sources and asking and answering questions)</i></p>	<p>Be curious about people and show interest in stories. Can identify familiar images in pictures of themselves and their own family. Answer 'how' and 'why' questions in response to stories or events. Explain own knowledge and understanding and asks appropriate questions such as explaining whether a picture is of a baby or a toddler. Know that information can be retrieved from books and computers. Record, using marks they can interpret and explain.</p>	<p>Ask simple, <b>but relevant</b>, questions during roleplay. Realise that we can find out about a person's life by using a range of sources, such as letters, as well as books. Able to gather ideas from a few simple sources when building up their understanding. Spot the differences between sources and can conclude as to the most common view. Make deductions from photographs, going beyond the literal and what can be seen. Realise that there are potential weaknesses in eyewitness accounts.</p>	<p>Regularly address and devise historically valid questions. selecting and organising relevant historical information. Make simple deductions about what a text means based on what is included. Starts cross-referencing information to see if other sources agree, rather than taking everything on face value. Sees that some sources are more useful than others and can explain why. Starts to think of reasons why a source might be unreliable. Starts to raise questions about what the evidence tells us. They are</p>

			<p>aware of the need not to rush to conclusions based on flimsy evidence.</p> <p>Uses phrases such as, 'We cannot tell for sure. Most evidence suggests.'</p> <p>Consider the worthiness of a source by reference to what is known about the topic.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses by ...</p> <p>Give <b>substantiated</b> reasons why some sources might be treated cautiously.</p>
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Key disciplinary knowledge that underpins all historical enquiry, developed through regular re-visiting in a range of contexts:			
<p><b>Interpretation:</b> <i>(understand how the past is represented)</i></p>		<p>Knows that a familiar event can be represented in different ways.</p> <p>Realise that there may be more than one way of looking at a significant historical person and situations.</p> <p>Realise that not all sources of information answer the same questions.</p> <p>Understand that not all written accounts in the books give exactly the same reasons for something.</p>	<p>Sees that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past.</p> <p>Realises that history is continuously being rewritten; if we find more, we have to rewrite the past.</p> <p>Understands that all history is to some extent interpretations and</p>

		<p>Understand that people can disagree about what happened in the past without one of them being wrong.</p> <p>Understand that it is not always possible to know for sure what happened. People must use their imagination to reconstruct some events.</p>	<p>sees why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events.</p> <p>Understand that different versions of the past may exist, giving some reasons for this.</p> <p>Understands that all history is to some extent interpretations and sees why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events.</p> <p>Grasps that interpretations might differ depending on the aspect that people are looking at.</p> <p>Accurately evaluates evidence to choose the most reliable forms.</p>
<p><b>Cause &amp; consequence:</b> <i>(progression in why people did things, why events happened, and what happened as a result)</i></p>	<p>Question why things happen and give explanations. Explain why they took the action they did when discussing 'myself'.</p>	<p>Explain why one character in a simple story took the action he or she did, offering a valid reason using the word 'because'.</p> <p>Gives simple consequences of somebody's actions.</p> <p>Give <b>clear explanation</b> of an important event, offering <b>two or three reasons</b> why an event took place.</p> <p>Gives <b>a number</b> of consequences of events/people's actions.</p>	<p>Identify and give reasons for, results of, historical events, situations, changes.</p> <p>Sees that events have more than one cause.</p> <p>Explain general and impersonal causes; seeing that events happen because of other reasons than just human action.</p> <p>Explain an event with reference to abstract ideas such as long and short-term or events building up.</p>

			<p>Starts to express explanation in term of relative importance backed up by reasoned argument e.g. 'The main reason was... Also important... Some people think.'</p> <p>By the end of the key stage, are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.</p>
<p><b>Continuity and change:</b> <i>(in and between periods)</i></p>	<p>Look closely at patterns and change. Develop understanding of growth, decay and changes over time. Offer reasons why simple changes occur.</p>	<p>Identify similarities / differences between ways of life at different times.</p>	<p>Describe / make links between main events, situations and changes within and across different periods/societies. Grasps that changes are relatively slow but others happen very rapidly and that change can be reversed. Understands that some changes are much more significant than others. Understands that some changes are called a revolution because of the scale and widespread nature. Understands that not all change is welcomed by everyone. Sees that there are winners and losers. Understands that some changes led to creating other changes. Understands what is meant by a turning point in history.</p>
<p><b>Similarity and difference:</b> <i>(within a period/situation (diversity))</i></p>	<p>Know about similarities and differences between themselves</p>	<p>Make simple observations about different types of people, events, beliefs within a society.</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p>

<p><i>(identify similarities / differences between ways of life at different times)</i></p>	<p>and others, and among families, communities and traditions.</p>	<p>Can spot significant differences. Describe how features of life today, differ from those of the past, referring to subject-specific detail. Use, understand and describe change using phrases such as 50 years ago, 300 years ago, older, modern, in Victorian times.</p>	<p>Secure in understanding the main differences between today and the periods being studied. Make links between some of the features of past societies such as religion, technology and social diversity. Makes links between three periods studied spotting similarities and differences.</p>
<p><b>Significance:</b> <i>(of events / people)</i></p>	<p>Recognise and describe special times or events for family or friends.</p>	<p>Talk about who was important eg in a simple historical account. Give a simple reason why a real person acted as they did in a historical situation. Gives a few reasons for more complex human actions.</p>	<p>Identify historically significant people and events in situations.</p>