

History



Map of Progression and End of Year Expectations

| | Chronology | Events, People and Changes | Interpretation, Enquiry and Using Sources | Communication |
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| Year 6 | <ul style="list-style-type: none"> - Use dates and a wide range of historical terms when sequencing events and periods of time. - Develop chronologically secure knowledge of the events and periods of time studied. - Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. | <ul style="list-style-type: none"> - Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. - Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. - Describe key aspects of a non-European society Benin (West Africa c. AD900-1300) | <ul style="list-style-type: none"> - Regularly address and sometimes devise historically valid questions and hypotheses. - Give some reasons for contrasting arguments and interpretations of the past. - Describe the impact of historical events and changes. - Recognise that some events, people and changes are judged as more significant than others. | <ul style="list-style-type: none"> - Acknowledge contrasting evidence and opinions when discussing and debating historical issues. - Use appropriate vocabulary when discussing, describing and explaining historical events. - Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. - Choose the most appropriate way of communicating different historical findings. |
| Year 5 | <ul style="list-style-type: none"> - Use dates and appropriate historical terms to sequence events and periods of time. - Identify where people, places and periods of time fit into a chronological framework. - Describe links and contrasts within and across different periods of time including short-term and long-term time scales. | <ul style="list-style-type: none"> - Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. - Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 The Victorians, link to Manchester life in Victorian Manchester. -Local history study – Manchester, Industrial revolution, suffragettes | <ul style="list-style-type: none"> - Use a wider range of sources as a basis for research to answer questions and to test hypotheses. - Recognise how our knowledge of the past is constructed from a range of sources. - Evaluate sources and make simple inferences. - Choose relevant sources of evidence to support particular lines of enquiry. | <ul style="list-style-type: none"> - Discuss and debate historical issues. - Use appropriate vocabulary when discussing and describing historical events. - Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. - Choose relevant ways to communicate historical findings. |
| Year 4 | <ul style="list-style-type: none"> - Use dates and historical terms when ordering events and objects. - Identify where people and events fit into a chronological framework. - Explore links and contrasts within and across different periods of time. | <ul style="list-style-type: none"> - Describe some aspects of Britain’s settlement by Anglo-Saxons and Scots. - Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. - Demonstrate more in-depth knowledge of one specific civilisation - Ancient Egypt. - Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. | <ul style="list-style-type: none"> - Use sources to address historically valid questions and hypotheses. - Recognise how sources of evidence are used to make historical claims. - Recognise why some events happened and what happened as a result. - Identify historically significant people and events in different situations. | <ul style="list-style-type: none"> - Discuss significant aspects of, and connections between, different historical events. - Select and organise relevant historical information to present in a range of ways. - Use relevant and appropriate historical terms and vocabulary linked to chronology. |
| Year 3 | <ul style="list-style-type: none"> - Use some dates and historical terms when ordering events and objects. - Demonstrate awareness that the past can be divided into different periods of time. - Explore trends and changes over time. | <ul style="list-style-type: none"> - Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. - Describe some aspects of the Roman Empire and recognise its impact on Britain. - Demonstrate knowledge of aspects of history significant in their locality. | <ul style="list-style-type: none"> - Use sources to address historically valid questions. - Recognise that our knowledge of the past is constructed from different sources of evidence. - Recognise that different versions of past events may exist. - Describe some of the ways the past can be represented. | <ul style="list-style-type: none"> - Discuss some historical events, issues, connections and changes. - Select and organise historical information to present in a range of ways. - Use relevant historical terms and vocabulary linked to chronology. |

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| Year 2 | <ul style="list-style-type: none"> - Order and sequence events and objects. - Recognise that their own lives are similar and / or different from the lives of people in the past. - Use common words and phrases concerned with the passing of time. | <ul style="list-style-type: none"> - Retell some events from beyond their living memory which are significant nationally or globally. - Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. - Develop awareness of significant historical events, people and places in their own locality. | <ul style="list-style-type: none"> - Ask and answer simple questions about the past through observing and handling a range of sources. - Consider why things may change over time. - Recognise some basic reasons why people in the past acted as they did. - Choose parts of stories and other sources to show what they know about significant people and events. | <ul style="list-style-type: none"> - Talk about what / who was significant in simple historical accounts. - Demonstrate simple historical concepts and events through role-play, drawing and writing. - Use a variety of simple historical terms and concepts. |
| Year 1 | <ul style="list-style-type: none"> - Recognise the distinction between past and present. - Order and sequence some familiar events and objects. - Identify some similarities and differences between ways of life at different times. - Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. | <ul style="list-style-type: none"> - Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. - Describe some changes within their living memory (including aspects of national life where appropriate). | <ul style="list-style-type: none"> - Make simple observations about different people, events, beliefs and communities. - Use sources to answer simple questions about the past. - Identify some of the basic ways in which the past can be represented. - Choose parts of stories and other sources to show what they know about the past. | <ul style="list-style-type: none"> - Describe special or significant events. - Retell simple stories or events from the past. - Use simple historical terms. |
| Reception | <ul style="list-style-type: none"> - Order simple experiences in relation to themselves, and others, including stories, events and experiences. | <ul style="list-style-type: none"> - Show an interest in significant events and experiences in the lives of others, including friends and family members. | <ul style="list-style-type: none"> - Find out about people, places, events, objects, ask questions and use different sources to find the answers. - Describe features of objects, people, places at different times and make comparisons. | <ul style="list-style-type: none"> - Use language of time when talking about past/present events in their own lives. - Talk about key events in own lives, about family, friends, other people including significant people. |
| Preschool | <ul style="list-style-type: none"> - Begin to make sense of their own life story. | <ul style="list-style-type: none"> - Shows interest in the lives of people who are familiar to them. - Remembers and talks about significant events in their own experience. | <ul style="list-style-type: none"> - Shows interest in different occupations and ways of life. | <ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary. |
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