

All Saints Catholic Primary School

Subject specific knowledge, core learning and progression of content

History Knowledge:	EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology, knowledge and understanding of history	<p>Begin to make sense of their own life-story and family's history Begin to make sense of their own life-story and family's history</p> <p>Things are the same/different</p> <p>Know before and after as a concept</p> <p>Know the concept of yesterday, today and tomorrow</p>	<p>That times passes in sequential order</p> <p>There are days of the week that repeat and go in order;</p> <p>There are seasons that repeat and go in order;</p> <p>The times of the day go in order and repeat everyday e.g. morning is before lunch time.</p> <p>That events / celebrations take place at specific points of the year.</p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Describe some features, events, people and themes from the past.</p> <p>Sequence a few events, objects or pieces of information on a timeline.</p> <p>Use a wider range of "time" terms including: recently, before, after, now, later.</p> <p>Use past and present when describing events</p>	<p>When talking or writing about features, events, people and themes from the past, include some details.</p> <p>Place events, objects, themes and people from my history topic on a timeline.</p> <p>Use some "historical period" terms.</p> <p>Use; century, decade, BC (BCE) and AD (CE).</p>	<p>When talking or writing about the past, include detail; make some connections with features of other periods studied.</p> <p>Place a number of events, objects, themes and people from topics studied on a timeline.</p> <p>Use some dates and historical period terms.</p>	<p>When talking or writing about the past, include detail; include ideas which show some understanding of what things were like before and after this at local, national and world levels.</p> <p>Place historical periods studied as well as information about the topic on a timeline.</p> <p>Use dates and historical period terms accurately.</p>	<p>When talking and writing about the past, include good detail; put ideas in context (chronological and scale).</p> <p>Use a timeline to sequence local, national and international events as well as historical periods.</p> <p>Use historical periods as reference points.</p>	<p>When talking and writing about the past, give overviews as well as detailed accounts noting connections, contrasts and trends over time.</p>
Continuity and change (during and between periods)	<p>People in our community celebrate special days</p> <p>Notice that things in nature change with time.</p> <p>Know names for baby animals.</p>	<p>That there are key words/vocabulary associated with the passage of time;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Point out some similarities and differences between aspects of own life and the life of people in the period being learned about.</p>	<p>Point out some similarities and differences between aspects of life at different times in the past.</p>	<p>Describe some changes in the historical period being studied.</p>	<p>Describe changes within and between periods and societies learned about.</p>	<p>Describe and make some links between events, situations and changes within and between different periods and societies.</p>	<p>Point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.</p>

All Saints Catholic Primary School

Subject specific knowledge, core learning and progression of content

	That weather changes daily according to the seasons.							
Diversity (within a period)	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Compare and contrast characters from stories, including figures from the past. Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	Point out some similarities and some differences between the ways of life of different people living at the time being learned about.	Describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history being studied.	Describe similarities and differences between some people, events and beliefs in the period of history being studied.	Describe similarities and differences in society, culture and religion in Britain at local and national levels.	Describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	Explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies.
Cause and consequence	Question why things happen and give explanations.	That the passage of time changes us all. That the passage of time changes the world around us. We need to change what we do/wear in response to the passage of time.	Make some comments about why people did things, why events happened and what happened as a result of these.	Pick out some reasons for and results of people's actions and events.	Suggest reasons for and results of people's actions and events.	Give some reasons for and results of historical events, situations and changes.	Explain my suggestions when giving reasons for and results of historical events, situations and changes.	Analyse and explain reasons for and results of historical events, situations and changes.
Significance	Recognise and describe special times or events for family and friends.	Talk about who was important e.g. in a simple historical account.	Point out which people were historically important.	Suggest which people were historically important.	Suggest which people and causes and consequences of change are more important	Explain which causes and consequences are the most significant.	Explain the significance of different causes and consequences.	
Using & understanding sources of	Answer 'how' and 'why' questions in	Pick out information about the past from	Use information from more than one source for answers.	Compare different sources of evidence about a person,	Comment on the usefulness and	Suggest some reasons why there are different	Take account of a range of information (such as the author,	Select and organise relevant historical sources.

All Saints Catholic Primary School

Subject specific knowledge, core learning and progression of content

evidence	response to stories or events. Know that information can be retrieved from books and computers.	sources like pictures, objects and stories.		object, event or change in history and point out some similarities and differences.	accuracy of different sources of evidence. Understand bias in sources.	accounts and interpretations of the past.	audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.	
Understanding historical interpretation			Talk about some of the different ways that the past is recorded or represented. Name some which tell us about the past.	Say which sources (from a selection) are likely to be the most useful for a task.	Identify primary and secondary sources of evidence.	Compare sources of evidence to help me identify reliable information.	Explain my evaluation of particular pieces of information and particular sources.	Discuss how and why different arguments and interpretations of the past have been constructed.
Communicating ideas in history	Show ideas through talk, drawing and emerging writing.		Make labelled drawings, tables, write sentences, speak, use drama and use ICT to show ideas.	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.	In written work, try to: organise answers well; state conclusions; give reasons for ideas; use some dates and historical terms.	Written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. Make good use of dates and historical terms.	Select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.	
Areas of Study			Events beyond living memory that are significant nationally or globally - The Great Fire of London. Changes within living memory - Toys	The lives of significant individuals in the past who have contributed to national and international achievements – Mary Seacole & Florence Nightingale. Significant historical events, people and places in their own locality – The Titanic	Changes in Britain from the Stone Age to the Iron Age The achievements of the earliest civilizations and an overview of where and when they appeared (Sumer, Indus Valley, Ancient Egypt & The Shang Dynasty of Ancient China) & a depth study of Ancient Egypt.	The Roman Empire and its impact on Britain. Ancient Greece - a study of Greek life and achievements and their influence on the western world.	Britain's settlements by Anglo-Saxons and Scots. A non-European society that provides contrasts with British history – Maya civilisation c. AD 900.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WWII & WWII.

All Saints Catholic Primary School

Subject specific knowledge, core learning and progression of content



								A local history study – Liverpool in the WWII.
--	--	--	--	--	--	--	--	------------------------------------------------------