



Pleasant Street Primary School – History Progression and Coverage



Understanding the World History Links - Nursery, Reception

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Taken from Non-Statutory guidance Development Matters 3- & 4-Year Olds will be learning to:	Taken from Non-Statutory guidance Development Matters. Reception will be learning to:	Early Learning Goal at the end of Reception children at the expected level of development will:
Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Past and Present ELG: 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; Understand the past through settings, characters and events encountered in books read in class and storytelling.



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History, Key Stage 1, Year 1

Prior Knowledge

<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about the lives of the people around them and their roles in society;</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>
Chronology	Knowledge and understanding of past events, people and changes.	Historical Interpretation	Historical Enquiry	Vocabulary and communication.
<p>I can place events and objects in chronological order in intervals of 10 years.</p>	<p>I can discuss some significant historical events, people and places in my city.</p> <p>I can describe the similarities and differences between life in the past and life today</p>	<p>I can ask and answer questions about the past.</p>	<p>I can describe how we find out about the past.</p>	<p>I can use a range of vocabulary including those related to the passing of time.</p> <p>I understand the meaning of 5 key topic words.</p> <p>When my teacher went to school:</p> <p>Years, modern, growing up, today, older.</p> <p>Local heroes and why we remember them:</p> <p>Landmark, past, present, decade, timeline.</p>



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History, Key Stage 1, Year 2

Prior Knowledge

<p>(Y1): I can place events and objects in chronological order in Intervals of 10 years</p>	<p>(Y1): Pupils should be able to discuss some significant historical events, people and places in my city.</p> <p>I can describe the similarities and differences between life in the past and life today.</p>	<p>(Y1): I can ask and answer questions about the past.</p>	<p>(Y1): I can describe how we find out about the past.</p>	<p>(Y1): I can use a range of vocabulary including those related to the passing of time.</p>
<p>Chronology</p>	<p>Knowledge and understanding of past events, people and changes</p>	<p>Historical Interpretation</p>	<p>Historical Enquiry</p>	<p>Vocabulary and communication</p>
<p>I can place events and objects in chronological order in intervals of 10 and 100.</p>	<p>Pupils should be able to discuss significant events and people in Britain with and beyond my living memory.</p> <p>I can describe the similarities and differences between life beyond living memory and life today.</p>	<p>I can ask and answer questions about the past using sources.</p>	<p>I can describe how we find out about the past and give examples of sources from significant events.</p>	<p>I can use a range of vocabulary including those related to the passing of time.</p> <p>I understand the meaning of 10 key topic words and use them in context.</p> <p>GFOL: Capital City, Population, Devastation, Bakery, Timber, Raging, Demolish, Damaging, Engulfed, rebuilt.</p> <p>Significant People: Significant, Discoverer, Explorer, Centuries, Decades, Voyage, Adventurous, Expedition, Historic, Expedition.</p> <p>How has my city changed over time: Building, Designer, Construction, Landmark, Historic, Cathedral, Decades, Centuries, City, Aerial View.</p>



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History, Key Stage 2, Year 3

Prior Knowledge

I can place events and objects in chronological order in intervals of 10 and 100.	(Y2): I can describe the similarities and differences between life beyond living memory and life today.	(Y1): I can ask and answer questions about the past.	(Y2): I can ask and answer questions about the past using sources	(Y1 and Y2): I can use a range of vocabulary including those related to the passing of time.
Chronology	Knowledge and understanding of past events, people and changes	Historical Interpretation	Historical Enquiry	Vocabulary and communication.
I know that the past can be divided into different periods of time including BC/AD.	<p>Recall significant dates.</p> <p>I can identify and describe changes between specific periods of history.</p> <p>I can discuss and explain the achievements of ancient civilisations.</p>	I can examine and compare artefacts.	<p>Create historically valid questions about similarities and differences.</p> <p>I can choose a source to answer questions about specific people and events.</p>	<p>I understand the meaning of 10 key topic words and use them in context.</p> <p>I can use a range of vocabulary including dates those related to the passing of time.</p> <p>Stone Age to Iron Age: Chronology, Centuries, Archaeologist, Hunter-gatherer, Settler, Ancient, Civilisation, Stone Age, Iron Age, Evidence.</p> <p>Egyptians: Archaeologist, Excavated, Hieroglyphics, mummify, Entomb, Embalm, Invent, Civilisation, Pyramid, Ancient.</p>



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History, Key Stage 2, Year 4

Prior Knowledge

<p>(Y3) I know that the past can be divided into different periods of time including BC/AD.</p>	<p>(Y2) Pupils should be able to discuss significant events and people in Britain with and beyond my living memory.</p> <p>I can describe the similarities and differences between life beyond living memory and life today.</p> <p>(Y3) I can discuss and explain the achievements of ancient civilisations.</p>	<p>(Y3): I can examine and compare artefacts.</p>	<p>(Y3) I can choose a source to answer questions about specific people and events.</p>	<p>(Y3) I can use a range of vocabulary including dates those related to the passing of time.</p>
<p>Chronology</p>	<p>Knowledge and understanding of past events, people and changes</p>	<p>Historical Interpretation</p>	<p>Historical Enquiry</p>	<p>Vocabulary and communication.</p>
<p>Place events in chronological order in intervals of 10, 100 and 1000.</p>	<p>I can discuss historical changes in Britain, what caused them and the impact on life in Britain.</p> <p>I can discuss the impact that significant historical events, people, and places had on my locality.</p>	<p>I can give simple reasons for why key events happened in history.</p> <p>I can examine and compare artefacts.</p>	<p>I can choose a source to answer questions about specific people and events.</p>	<p>I understand the meaning of 10 key topic words and use them in context.</p> <p>Romans: Emperor, Conquest, Invasion, Empire, Revolt, Romanisation, Ruler, Settlement, Impact, Roman.</p> <p>The Mayans: Civilisation, Hierarchy, society, drought, deforestation, sacrifice, Architecture, Terrain, Decline, Source.</p> <p>Albert Docks: Compass, Centuries, Decades, Timeline, Explorer, Global.</p>



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History, Key Stage , Year 5				
Prior Knowledge				
<p>(Y3) I know that the past can be divided into different periods of time including BC/AD.</p> <p>(Y4) Place events in chronological order in intervals of 10, 100 and 1000.</p>	<p>(Y3) I can discuss and explain the achievements of ancient civilisations.</p> <p>(Y4) I can discuss historical changes in Britain, what caused them and the impact on life in Britain.</p> <p>I can discuss the impact that significant historical events, people, and places had on my locality.</p>	<p>(Y4) I can examine and compare artefacts.</p>	<p>(Y3) Create historically valid questions about similarities and differences.</p> <p>(Y3 and Y4): I can choose a source to answer questions about specific people and events.</p>	<p>(Y3) I can use a range of vocabulary including dates those related to the passing of time.</p>
Chronology	Knowledge and understanding of past events, people and changes	Historical Interpretation	Historical Enquiry	Vocabulary and communication.
<p>I can place events, people and changes into correct periods of time and put periods of time in chronological order.</p>	<p>I can discuss the impact and causes of historical changes in Britain.</p> <p>I can identify and describe the changes between significant periods of history.</p> <p>I can discuss and explain the achievements of ancient civilisations had on the world in the past and today.</p>	<p>I can examine artefacts and explain what they show us about that time in history.</p>	<p>I can analyse sources of information and discuss their accuracy, usefulness and relevance and use them to answer questions.</p> <p>I can ask and answer questions about the past after looking at different sources.</p>	<p>I understand the meaning of 10 key topic words and use them in context.</p> <p>Anglo Saxons: Archaeologists, Invader, Settler, Evidence, Artefact, Settlement, Anglo Saxon, Significance Culture, Cemetery.</p> <p>The Vikings: Raiders, Invasion, Conflict, Resistance, Colonist, Intrepid, Destructive, Navigate, Conquer, Ruthless.</p> <p>The Ancient Greeks: Myth, Legend, Democracy, Legacy, Influence, Citizen, Spartan, Trojan, Achievement, Architecture.</p>



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History, Key Stage , Year 6

History, Key Stage , Year 6				
Prior Knowledge				
<p>(Y3) I know that the past can be divided into different periods of time including BC/AD.</p> <p>(Y5) I can place events, people and changes into correct periods of time and put periods of time in chronological order.</p>	<p>(Y4) I can give simple reasons for why key events happened in history.</p> <p>(Y5) I can discuss the impact and causes of historical changes in Britain.</p>	<p>(Y5) I can examine artefacts and explain what they show us about that time in history.</p>		<p>(Y3) I can use a range of vocabulary including dates those related to the passing of time.</p>
Chronology	Knowledge and understanding of past events, people and changes	Historical Interpretation	Historical Enquiry	Vocabulary and communication.
<p>I know that the same time in history can be represented in different ways.</p>	<p>I can discuss the impact of significant events, people and places in their own locality making links with changes in national life.</p> <p>I can examine periods in world history identifying contrasts with and influences in British society at the time.</p>	<p>I can suggest reasons for conflicting historical accounts.</p> <p>I can give simple reasons for why events happened in history.</p>	<p>I can analyse sources of information and discuss accuracy, usefulness and relevance and use them to answer questions.</p>	<p>I understand the meaning of 10 key topic words and use them in context.</p> <p>World War 2: Appeasement, allies, Invasion, Treaty, Prisoners of war, Black out, Evacuee, Rations, Propaganda, Holocaust.</p> <p>The Victorians: Monarch, Primary source, Secondary source, Industry, Invention, Overcrowding, Wealth, Working conditions, Poverty, Significance.</p>