



# Goathland Primary School

## Progression and End of Year Expectations Document

### History



#### Key Vocabulary

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
similarities differences communities traditions past present	century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime	era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity	primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade



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<b>EYFS Outcomes</b>	Pupils Should: <ul style="list-style-type: none"><li>● Talk about the lives of the people around them and their role in society.</li><li>● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>● Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>
<b>End of Key Stage 1 Expectations</b>	Pupils should: <ul style="list-style-type: none"><li>● Develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>● Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life different periods.</li><li>● Use a wide vocabulary of everyday historical terms.</li><li>● Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li><li>● Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li></ul>
<b>End of Key Stage 2 Expectations</b>	Pupils should: <ul style="list-style-type: none"><li>● Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li><li>● Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>● Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>● Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>● Understand how our knowledge of the past is constructed from a range of sources.</li></ul>



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Talk about past and present events in my own life and in the life of family members.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, include those who live in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Place known events and objects in chronological order.</li> <li>• Sequence events and recount changes within living memory.</li> <li>• Use common words and phrases relating to the passing of time e.g. First, Next, Then</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events/ artefacts or pictures e.g. firefighting equipment From Great Fire of London to modern day.</li> <li>• Put people or events studied into a timeline.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline.</li> <li>• Sequence events or artefacts.</li> <li>• Sequence key years/events or dates on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events from period studied on a time line.</li> <li>• Use terms related to the period and begin to date events.</li> <li>• Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini).</li> </ul>	<ul style="list-style-type: none"> <li>• Place current study on a timeline in relation to other studies.</li> <li>• Know and sequence key events of a time studied.</li> <li>• Use relevant terms and period labels.</li> <li>• Relate current studies to previous studies.</li> <li>• Make comparisons between different times in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies.</li> <li>• Use relevant dates and terms.</li> <li>• Sequence up to ten events on a time line.</li> </ul>



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and Interpretation</b>	<ul style="list-style-type: none"> <li>• Make observations of the natural world and comment upon changes that occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some simple similarities and differences between artefacts.</li> <li>• Use drama to act out key events.</li> <li>• Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about people and events.</li> <li>• Use collections of artefacts and describe their similarities and differences.</li> <li>• Use drama to develop empathy and understanding (hot seating, sp. and listening)</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Identify different ways to represent the past through fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about the everyday lives of people in the time studied and make comparisons with our lives today.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have had to do something.</li> <li>• Identify and give reasons for different ways in which the past is represented.</li> <li>• Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, magazines etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied.</li> <li>• Offer a reasonable explanation for some events.</li> <li>• Evaluate the usefulness of different resources.</li> <li>• Understand that sources can contradict each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the experiences of different groups of people during the time studied</li> <li>• e.g. men and women; rich or poor.</li> <li>• Compare accounts of events from different sources e.g. fact or fiction.</li> <li>• Offer some reasons for different versions of events e.g. mill owner's account of factory life vs factory worker</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings.</li> <li>• Know key dates, characters and events of time studied.</li> <li>• Compare and contrast period studied with another ancient civilisation already studied.</li> <li>• Evaluate source and work out how conclusions were arrived at.</li> <li>• Evaluate different interpretations e.g. fact, fiction and opinion.</li> </ul>



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			<ul style="list-style-type: none"><li>• Compare two different versions of the past e.g. a diary entry with a newspaper account.</li></ul>				<ul style="list-style-type: none"><li>• Be aware that different evidence will lead to different conclusions.</li></ul>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<ul style="list-style-type: none"> <li>Answer how and why questions about experiences in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to some simple questions about the past from simple sources of information.</li> <li>Sort artefacts from 'then' and 'now'.</li> <li>Ask and answer questions related to different sources and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Use different sources and objects to ask and answer questions e.g. who, why, what, how etc.</li> <li>Start to use a range of resources. E.g. non-fiction books, ICT etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period.</li> <li>Select and record information relevant to the area of enquiry.</li> <li>Begin to use the library and ICT for research.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>Use a variety of resources to find out about aspects of life in the past.</li> <li>Use the library and ICT for research.</li> <li>Choose relevant material to present a picture of one aspect of the past e.g. research Egyptian farming.</li> </ul>	<ul style="list-style-type: none"> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare an aspect of life with the same aspect in another period e.g. School life.</li> <li>Begin to identify primary and secondary sources.</li> <li>Confident use of library and ICT for research.</li> </ul>	<ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Recognise primary and secondary sources confidently.</li> <li>Bring knowledge gathered from a range of sources together into a fluent account.</li> </ul>



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Organisation and presentation</b>	<ul style="list-style-type: none"> <li>Use imaginative, play based learning to communicate knowledge of the past through small world and role play opportunities.</li> <li>Draw pictures to record their learning about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use drama/role play to communicate their knowledge of the past.</li> <li>Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing about the moon landing.</li> </ul>	<ul style="list-style-type: none"> <li>Use drama/role play to communicate their knowledge of the past.</li> <li>Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied e.g. simple fact files or reports, letters in role etc.</li> <li>Use historical terms such as monarch, parliament, government, war, remembrance or use historically correct nouns when describing or</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand an increasingly appropriate historical vocabulary for Lower Key Stage 2.</li> <li>Present, communicate and organise ideas about the past using a variety of art forms and different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand an appropriate historical vocabulary for Lower Key Stage 2.</li> <li>Present, communicate and organise ideas about the past using a variety of art forms and different genres of writing (Y4 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use abstract terms such as social, economic, cultural, revolution (industrial).</li> <li>Use and understand an increasingly appropriate historical vocabulary for Upper Key Stage 2.</li> <li>Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, travel guides, posters, news</li> </ul>	<ul style="list-style-type: none"> <li>Know and show a good understanding of historical vocabulary at Upper Key Stage 2, including abstract terms such as democracy, civilisation, social, political, economic, cultural, and religious.</li> <li>Present, communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides,</li> </ul>



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			comparing e.g. wattle/daub, squirt, quill etc.			reports. <ul style="list-style-type: none"><li>• Provide an account of a historical event based upon more than one source.</li></ul>	posters, news reports. <ul style="list-style-type: none"><li>• Plan and present a self-directed project about the period studied.</li></ul>
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