



Bagthorpe Primary School

Curriculum Progression Plan

History

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Chronology	Know that familiar events occur in a particular order. Know and understand past and present events in their own lives.	Know that a simple timeline is used to show when events occurred and when particular people were alive. Know and understand past and present events in their own and family members lives. Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.	Know that one working timeline is used to show where all events and people studied have occurred and lived. Construct a simple timeline using equidistant intervals. Know that periods in time have similarities and differences to the present time and that this helps people make connections between their own lives and the past.	Know that there is a definitive chronological order for the periods studied. Know the similarities and differences between the specific periods of history studied that go beyond living memory.	Know that the characteristics of the particular periods studied will determine their chronological place in history. Know that change is shown by the similarities and differences between specific periods in time.	Know that the chronological position of periods studied sometimes overlaps or occurs concurrently. Know that by comparing and contrasting the characteristics of periods in history leads to an understanding of how the wider world has changed over time. Be able to calculate how long-ago things occurred.	Know that the chronology of significant events in periods of history subsequently shaped different societies. Know that by comparing and contrasting the characteristics of each period leads to an understanding about the impact of one period of time on another.
Build an Overview of World History	Know that people are important in their lives. Know the difference between the past and present. Know some similarities and differences between things in the past and present.	Know and recount changes that have occurred in their own lives. Understand that people and objects existed and events occurred before living memory.	Know that some events and people in the past are seen as significant because they result in change. Know differences between the ways of life at different times.	Know that there are reasons for and results of people's actions in the past. Know about the lives of people in the time being studied. Know about changes that have happened in the locality.	Know and understand the concept of change over time. Know that events and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.	Understand the concept of change over time and recognise some of the causes and consequences of these changes on different periods in history. Know that great events had an impact on people's lives and they have shaped society over time.	Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.
Investigate and Interpret the Past	Know that there are ways to find out about their past. Know about the past and present primarily through their own experiences and storytelling.	Know that people and objects existed and events occurred before living memory. Know some specific sources that support learning about the past.	Know that there are sources of information to find out about the past. Know that key sources are used to effectively learn about the past.	Know that there are different accounts of history. Know that evidence is facts and/or information which can be proved.	Know that there are different interpretations of historical accounts. Know that sources of evidence can be linked.	Know that a piece of evidence may be biased. Know that evidence can be justified based on usefulness and reliability.	Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.

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				Know that a wide range of sources are used to effectively learn about the past.	Know that primary and secondary sources vary in reliability.	Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.	Know that there are reasons why there are different accounts of history. Know that evidence is evaluated to determine which is the most reliable source. Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.
Communicate Historically	Expose children to language referring to the passing of time.	Use language to talk about the passing of time. For example, recently, before, after and a long time ago.	Use words or phrases like older, newer, decade.	Use a range of vocabulary which communicates dates and time periods and vocabulary that is specific to the topic being studied. For example, invader or settlement.	Use words or phrases consistently and accurately. For example, era, century and chronology.	Use relevant words and period labels. For example, empire, civilisation, peasantry.	Use words or phrases relating to movement or times of change. For example, Cold War and Renaissance.