

The Nar Valley Federation of Church Academies: Progression of Historical Knowledge & Skills



National Curriculum Knowledge Progression - Narborough and Castle Acre

EYFS A	EYFS B	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
<p>All About Me</p> <p>In the Woods / Traditional Tales</p> <p>Celebrations and Festivals A</p> <p>People who help us</p> <p>Animals & Minibeasts</p> <p>At the seaside / Pirates</p>	<p>Wonderful Me</p> <p>Celebrations and Festivals B</p> <p>Traditional Tales</p> <p>Let's Get Growing</p> <p>Dinosaurs</p> <p>Space</p>	<p>Changes within living memory – Transport since the 1950s</p> <p>Events beyond living memory – The First Railways</p> <p>Significant individuals – Queen Elizabeth I, Walter Raleigh, Francis Drake</p>	<p>Significant historical events, people and places in their own locality – Castles & Kings</p> <p>Significant individuals – Shackleton and Scott</p> <p>Significant historical events, people, and places in their own locality – Henry Blogg (and Grace Darling)</p>	<p><i>World History:</i> The achievements of the earliest civilizations and a depth study of Ancient Egypt (Shang Dynasty 23/24 only)</p> <p>A study of Greek life and achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900</p>	<p><i>British History Pre-1066:</i> Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p><i>A Local History Study</i> Gressenhall Workhouse (Victorians)</p>	<p><i>British History Pre-1066:</i> Britain's settlement by Anglo-Saxons & Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>The Tudors</p> <p><i>A Local History Study</i> Nar Valley and the History of the River Nar</p>	<p><i>British History Post 1066:</i> A significant turning point in British history - The Battle of Britain and WWII</p> <p>Migration to Britain through time (Empire Windrush)</p>

National Curriculum Knowledge Progression - Sporle

	EYFS/Y1 A	EYFS/Y1 B	Year 2/3/4 A	Year 2/3/4 B	Year 2/3/4 C	Year 5/6 A	Year 5/6 B
	<p>Changes within living memory – Clothes since the 1950s</p> <p>Events beyond living memory – The Great Fire of London</p> <p>Significant individuals – Nightingale, Seacole, Cavell</p>	<p><i>To be confirmed depending on class structure next year</i></p>	<p>Changes within living memory – Transport since the 1950s</p> <p>The achievements of the earliest civilizations and a depth study of Ancient Shang</p> <p>Significant historical events, people, and places in their own locality – Henry Blogg (and Grace Darling)</p>	<p><i>To be confirmed depending on class structure next year</i></p>	<p><i>To be confirmed depending on class structure next year</i></p>	<p><i>British History Pre-1066:</i> Britain's settlement by Anglo-Saxons & Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>The Tudors</p> <p><i>A Local History Study</i> Nar Valley and the History of the River Nar</p>	<p><i>British History Post 1066:</i> A significant turning point in British history - The Battle of Britain and WWII</p> <p>Migration to Britain through time (Empire Windrush)</p>

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Chronological Knowledge and Understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELG Past and Present 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.	I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young. I can put a few events, photos or objects in order of when they happened.	I can use words and phrases to describe when things happened e.g. decade, century. I can order events and people I have studied using a simple timeline. I can compare when the events took place (those I am studying in relation to those studied before e.g. Victorians) I can give reasons for the order of events or people using vocabulary relating to the passing of time.	I can describe events and periods of time using the words; BC, AD, century, ancient. I can describe events from the past using dates when things happened. I can order the periods I am studying on a timeline and compare to events I already know about. I can use a timeline to order events and significant people for the period of time I am studying.	I can use words and phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied. I can place periods of history on a timeline showing periods of time. I can use a timeline to order events and significant people for the period of time I am studying. I can use chronology to explain how an aspect of life has changed over more than one historical era.	I can use dates and historical vocabulary when ordering and comparing events from the past. I can draw timelines to show a range of information e.g. periods of history, events, significant people. I can use a timeline to compare periods of history that I have studied so far. I can use chronological skills to show when places developed and how life has changed in the local area and an aspect of history e.g. space exploration.	I can use a timeline and dates to demonstrate changes and developments in aspects of life over time. I can use a timeline that uses the reference points: Ancient Civilizations, Romans, Anglo-Saxons, Vikings, the Middle Ages, Tudors, Victorians, Modern Day to put events in the right place.

Interpretations of History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELG Past and Present 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	I can talk about things that happened to me in living memory. I can name some things that happened to other people or events in living memory.	I can recount the life of someone famous who lived in the past and what they did. I can make comparisons between some aspects of life in different time periods.	I can say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past. I can describe some similarities and differences between people, events and artefacts from the past.	I can suggest why certain events happened or people acted as they did in history. I can explain some similarities and differences between people, events and artefacts from the past and explain the significance of these.	I can research two versions of an event, identifying differences between them. I can explain with clear reasons why there may be different accounts of history. I can use historical sources to understand	I can explain how significant events have helped shape the country we have today. I can summarise the main events from a specific period in history, explaining the order in which they happened.

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Understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>I can identify objects from the past and say how I know.</p> <p>I can identify the main differences between old and new objects/photos.</p> <p>I can explain how my local area was different in the past.</p> <p>I can say why one person's memories of events might be different to that of someone else.</p>	<p>I can recall facts about significant local people from the past and explain how they have influenced life today.</p> <p>I can suggest why people acted as they did.</p> <p>I can identify some of the ways we find out about the past and know that some are more reliable than others.</p>	<p>I can explain how events from the past have shaped our lives today.</p> <p>I can say what is similar and different about two different accounts of the same event and how this can affect our understanding of history.</p> <p>I can use evidence to describe some of the following: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</p>	<p>I can suggest the causes of key events and changes in the time periods I am studying.</p> <p>I can identify differences in accounts of history and suggest reasons for these.</p> <p>I can use evidence to describe some of the following and explain how they are similar or different in different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</p> <p>I can provide examples of how events in the past shaped people's lives over time and have influences how we live today.</p>	<p>bias/contrasting arguments.</p> <p>I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</p> <p>I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same.</p> <p>I can explain why this might have happened using evidence.</p> <p>I can explain how events in history are significant in British and World history.</p>	<p>I can summarise how Britain has had a major influence on world history.</p> <p>I can explain what Britain may have learnt from other countries and civilisations through time.</p> <p>I can recognise and describe differences and similarities / changes and continuity between periods of history.</p> <p>I can evaluate evidence to choose which is the most reliable form.</p> <p>I can explain how people have points of view and this can affect their interpretation of the past.</p> <p>I can give clear reasons why there might be different accounts of history.</p>
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Historical Enquiry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>30-50 months</p> <p>I can remember and talk about significant events in my own experience.</p> <p>I show an interest in the lives of people who are familiar to me.</p>	<p>I can recall events from the past from stories that have been read to me.</p> <p>I can ask and answer questions about artefacts and pictures from the past.</p>	<p>I can use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts.</p>	<p>I can ask and answer questions about how things were different in the past and how aspects of life have changed over time.</p>	<p>I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past.</p> <p>I can lead my own historical enquiry into an important historical</p>	<p>I can use a range of primary and secondary evidence.</p> <p>I can use artefacts to pose questions/hypothesis, which I back up using other sources.</p>	<p>I can give more than one reason to support an historical argument.</p> <p>I can confidently use a range of sources of evidence to change and</p>

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ELG I can talk about past and present events in my own life and the lives of my family.	I can give a plausible explanation about what an object was used for in the past. I can use pictures and artefacts to say what was different in the past. I can find out about something in the past by asking someone who can remember the event.	I can use books to help me find out about the events I am studying. I can ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory).	I can suggest various sources of evidence to help me answer questions about the past. I can use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts. I can ask historical questions based on evidence.	person or event and present my findings in a clear and succinct manner.	I can distinguish between reliable and unreliable sources if evidence to answer questions about the past. I can ask and answer questions about change, causes, difference and significance. I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.	continuity during periods studied. I can identify and explain propaganda and why someone might want to persuade another person about a version of events. I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.
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Organisation and Communication

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELG I can talk about past and present events in my own life and the lives of my family.	I can explain my historical understanding through a range of practical and written activities. I can use pictures, drama, role play, build models and use timelines to present my work.	I can explain my historical through a range of practical and written activities. In addition to Year 1, I can use photographs, written accounts and stories to present my understanding.	I can use historical sources to create written narrative and structure accounts. I can select and organise information to answer a question, communicated for example, as a presentation, a poster, written form I can draw labelled diagrams and write about them to tell others about people, objects and events from the past.	<i>In addition to that in Y3:</i> I can present my findings about the past using speaking, writing, ICT, drama and drawing skills. I can communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out.	<i>In addition to Year 3 & 4:</i> I can choose the most appropriate way to present my information, for an intended audience and purpose.	As in previous year groups but with greater depth and sophistication. I can use extended writing and presentations to explain key aspects of a time period.