



# HISTORY PROGRESSION AND COVERAGE

<p><b>EYFS 3-4</b></p>	<p>Artefacts Historical sources: I can play with objects from the past and talk about what they would have been used for.                  Linking past to self: I can retell what my significant adults have told me about my own life story and family story.                  Travel in past and present: How may families travel to different places?                  Occupations past and present: To show interest in different occupations e.g. farming</p>						
<p><b>EYFS Reception</b></p>	<p>Artefacts &amp; Historical sources: Experience various sources set in the past. I can begin to show some understanding of why the past is different.                  Linking past to self; Talk about events and artefacts use language such as 'before I was born' and 'now'. I can talk about how the lives of families were similar and different in the past.                  Travel in past &amp; present: I can talk about how transport was different in the past.                  Occupations past &amp; present: talk about features of services today and how it used to be different in the past. How farming was different in the past.</p>						
<p><b>ELG</b></p>	<p>Past and Present ELG Children at the expected level of development will: • 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;</p>						
<p><b>Vocabulary</b></p>	<p>First, next, now, then last week, last month, months, old, new, young, tomorrow, yesterday, in the past, begin, start, after that, grow, change, week, weekend., similar, different.</p>						
<p>Accademic Year                  Halwill Year A Ashwater A4                  2022/2023                  Halwill Year B /Ashwater B4                  2023/2024                  Halwill Year A Ashwater Year A3                  2024/2025                  Halwill Year B Ashwater Year B3                  2025/2026</p>	<p><b>Key Stage 1</b></p>		<p><b>Lower Key Stage 2</b></p>		<p><b>Upper Key Stage 2</b></p>		
<p><b>Coverage and context</b></p>	<p><b>Historical Knowledge</b></p>	<p><b>Context:</b> Local, British and World history.  <b>Recurring Characteristics features:</b> Based on context the following have been selected as areas for study:  <b>KS1</b> families, food, buildings, health, entertainment, transport, economic(technology/industry)  <b>KS2</b> families, food, buildings, health, entertainment, transport, economic (technology/industry) laws and justice, religion and education.</p>					
	<p><b>HISTORICAL KNOWLEDGE: Sequencing the past</b>  Know where people and events fit within</p>	<p>Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new' a long time ago, before I was born, when my parents/carer were born.</p>	<p>Can understand and use a wider range of time terms relating to the passage of time, such as: present, past, previously, decade.  To identify differences between ways of life in the past and present.</p>	<p>Can use and understand more complex time terms, such as BCE/CE, prehistoric, decade, century.  To begin to understand that the past can be divided into different periods of time.  When events and dates are</p>	<p>Can use and understand more complex time terms, such as BCE/CE, prehistoric, decade, century.  Understand that the past can be divided into different periods of time.  When events and dates are</p>	<p>Can use and understand more complex time terms, such as BCE/CE, decade, century, millennium, pre and post  Can high light differences and similarities in time periods.  With support can sequence many of the individuals, societies,</p>	<p>Can use and understand more complex time terms, such as BCE/CE, decade, century, millennium, pre and post  Can explain differences and similarities in time periods.  Can independently</p>

	a chronological framework.	To begin to recognise the differences between ways of life in past and present.		provided can sequence events, objects and people from time periods covered.	provided can sequence events, objects, time periods and people from topics covered.	people and events covered in LKS2 and UKS2 topics using appropriate dates, period labels and the vocabulary.	generate, sequence and explain the individuals, societies, people <b>themes</b> and events covered in LKS2 and UKS2 topics using appropriate dates, period labels and the vocabulary.
	<b>Stem sentences Definitions</b>	<p><b>KS1: Definition and vocabulary</b> - Chronology is a word meaning the study of time. We can put time events in chronological order it means we list them in the time order in which they happen. We use a timeline. We use special words to describe the sequencing of time.</p> <p><b>Vocabulary: Sequencing Duration Interval Overlap</b></p> <p>Teachers to use definitions but not an expectation of</p>		<p><b>LKS2 :Definition and vocabulary</b> - Chronology is a word meaning the study of time. We can put time events in chronological order it means we list them in the time order in which they happen. We use a timeline divided into BCE and CE.</p> <p><b>Vocabulary: Sequencing Duration Interval Overlap.</b></p>		<p><b>UKS2: Definition and vocabulary</b> - Chronology is a word meaning the study of time. We can put time events in chronological order it means we list them in the time order in which they happen. We use a timeline divided into BCE and CE with a developing sense of scale. By placing events on a timeline we can think about the duration, interval and overlap of events in British and Non-European history.</p> <p><b>Vocabulary: Sequencing Duration Interval Overlap_Anachronism</b></p>	
	<b>Historical Enquiry Skills: Planning and Carrying out a Historical Enquiry</b>	<p><b>Asking question</b></p> <p>Can, with support, devise a range of historically valid questions for an enquiry.</p> <p><b>Making observation focus on a particular area of historical knowledge.</b></p> <p>Can find relevant information to answer questions using at least one story and another type of source.</p> <p><b>Explaining and drawing conclusions</b></p> <p>With support, use appropriate historical vocabulary to describe their findings.</p>	<p><b>Asking question</b></p> <p>Can, with support, devise <b>some</b> historically valid questions for an enquiry.</p> <p><b>Making observation focus on a particular area of historical knowledge</b></p> <p>Can find relevant information from more than one source to confidently answer these questions.</p> <p><b>Explaining and drawing conclusions</b></p> <p>Can use appropriate historical vocabulary to describe their findings.</p>	<p><b>Asking question</b></p> <p>Can, with support, devise a range of historically valid questions for an enquiry.</p> <p><b>Making observation focus on a particular area of historical knowledge</b></p> <p>With support, will answer them with detailed structured responses making reference to specific sources of evidence.</p> <p><b>Explaining and drawing conclusions</b></p> <p>Will use a range of relevant historical terms and vocabulary to describe their findings. With support, will use the evidence to reach a valid and substantiated overall conclusion</p>	<p><b>Asking question</b></p> <p>Can, with support, devise a range of historically valid questions for an enquiry.</p> <p><b>Making observation focus on a particular area of historical knowledge</b></p> <p>With support, will answer them with detailed structured responses making reference to specific sources to support points made.</p> <p><b>Explaining and drawing conclusions</b></p> <p>Will use a range of relevant historical terms and vocabulary to describe their findings with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion</p>	<p><b>Asking question</b></p> <p>Can independently devise a range of historically valid questions for an enquiry.</p> <p><b>Making observation focus on a particular area of historical knowledge</b></p> <p>Will answer them with detailed structured responses making reference to varied sources to support points made.</p> <p><b>Explaining and drawing conclusions</b></p> <p>Will use a range of relevant historical terms and vocabulary to describe their findings with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion. Can begin to use a broad range of relevant historical terms.</p>	<p><b>Asking question</b></p> <p>Can confidently devise a range of historically valid questions for an enquiry.</p> <p><b>Making observation focus on a particular area of historical knowledge</b></p> <p>Will make reference to appropriate evidence from a wide range of varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion.</p> <p><b>Explaining and drawing conclusion</b></p> <p>Work is clearly structured with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion. Will use a broad range of relevant historical terms</p>

							throughout. Will critically evaluate their enquiry and consider ways in which it could be improved or developed.
	<b>Stem sentences</b> <b>Definitions</b>  <b>Planning Grid</b>	Historical enquiry is asking questions to understand and talk the past Historical enquiry is asking questions to understand and explain the past KS1: enquiry, questioning	Historical enquiry is asking questions to understand and talk the past Historical enquiry is asking questions to understand and explain the past LKS2: enquiry, questioning, investigate, evidence	Historical enquiry is asking questions to understand and talk the past Historical enquiry is asking questions to understand and explain the past UKS2: enquiry, questioning, investigate, conclusion, valid			
	<b>Historical Enquiry Skills: Using sources as evidence</b>  Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	With support, can retrieve information from different types of source including written, visual, oral sources and artefacts, etc. To begin to ask and answer specific historical questions.	Can independently retrieve information from different types of source including written, visual, oral sources and artefacts, etc. to ask and answer specific historical questions.	Can begin to understand how sources can be used to answer a range of historical questions.  With support, can recognise that some sources may be more useful than others.	Can understand and explain how sources can be used to answer a range of historical questions.  Can explain and identify which sources are most useful.	With support, can decide on what sources to accept or reject to answer a range of historical questions.  With support, can explain why they have made that selection, possibly with some references to utility and reliability.	Can decide on what sources to accept or reject to answer a range of historical questions.  Can explain why they have made that selection, possibly with some references to utility and reliability.
	<b>Stem sentences</b> <b>Definitions</b>	<b>A primary source</b> is evidence (something) that comes from that time or from a person who was there.  <b>A secondary source</b> is evidence (something) that does not come from that time or from a person who was there.  Vocabulary: evidence, sources, primary and secondary	<b>A primary source</b> is evidence that comes directly from that time or from a person who was there.  <b>A secondary source</b> is evidence that does not come directly from that time or from a person who was there.  For example, textbooks, encyclopaedias Vocabulary: evidence, sources, primary, secondary, views and direct.	<b>A primary source</b> is evidence that comes direct from that time or from a person who was there.  <b>A secondary source</b> does not give original information. It interprets or summarises information from primary sources.  Both primary and secondary sources supply factual information about a subject.  Other primary sources express the views of people who experienced events.  Vocabulary: original, express, evidence, sources, primary and secondary.			