

## History Curriculum Progression

***'We are not makers of history. We are made by history'***  
***Martin Luther King, Jr.***

### Curriculum Intent:

At Milldown CE Academy, we are committed to providing a high-quality history education for all our children. By doing so we will equip them with the knowledge and cultural capital they need to succeed beyond the school gates, in the wider world. Underpinning all lessons will be a rigorous focus on developing and securing historical skills whilst also ensuring sound progression of knowledge and sequenced understanding of key concepts. Our core aims are:

- **To be inspired to be inquisitive, critical thinking historians** who can ask, answer, analyse and draw contrasts about key concepts and questions about the past and decipher primary and secondary sources of information and understand the methods of historical enquiry
- **To have their beliefs challenged and widened** through secure knowledge and understanding of the history that has shaped our world;
- **Achieve excellent standards in history**, using a rich historical language to talk confidently and coherently about known historical concepts.

### How will the curriculum be delivered? The implementation.

As per our teaching and learning policy, the approach taken with all subjects is to ensure that memory is strengthened at all opportunities. As Kirschner, Sweller and Clarke (2006) stated: "Learning is a change in the long term memory. If nothing has been changed in the long term memory then nothing has been learned."

In history, lessons and teaching follows a mastery approach as shown below. We work on the principle that all learners, with effort and excellent teaching, will meet expectations. Where possible and appropriate, links are made between historical learning and our wider curriculum themes and Christian values, encouraging deeper thinking and reflection. Our drivers – critical thinking, communication and challenge – are woven through this approach. Our mastery approach:

Spaced Retrieval.	<u>Activating Prior Learning</u> Key Concept(s) – identify & link.	Learning question – where does this fit with the big picture?	<u>Anchor task</u> – expose concept, pull out knowledge & misconceptions.	<u>I do – We do</u> <u>Explicit explaining, modelling</u> and narrating the metacognitive process.	<u>You do</u> Independent practice Application of strategy / learning.	Evaluation of learning.
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The exact knowledge to be learnt is set out for staff in detailed medium term plans and for children via a knowledge organiser. Throughout their learning journey, children summarise their learning in their own 'book of knowledge' by creating their own knowledge organiser. This gives children a platform from which to orally rehearse prior learning and link to new knowledge. It also serves as means of self- and peer-quizzing to help ensure knowledge becomes embedded in long-term memory.

### Curriculum Review (Impact):

To complement our pupil led knowledge organisers children will answer a 'BIG' question often in an essay-style response. To answer this question, knowledge from each lesson will need to be thought about. During assessment weeks, children will also complete a quiz. Scores from this are tracked throughout the year and used by teachers and leaders to focus future teaching and retrieval. Select questions from each historical unit studied throughout the year form part of a larger, end of year summative quiz. Because our curriculum serves as the progression model, the level of success in these quizzes shows the degree of impact. This will also be judged following pupil discussions by subject and curriculum leaders.

## History Curriculum Progression

	History Objectives	Historical Skills	Vocabulary
EYFS	<p><b>Understanding the World Past and Present</b></p> <p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles 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>	<ul style="list-style-type: none"> <li>• Comment on images in the past</li> <li>• Visit local areas of historical importance</li> <li>• Handle artefacts</li> <li>• Begin to organise events using basic chronology</li> <li>• Develop an understanding of past and present</li> <li>• Explore similarity and difference</li> <li>• Consider how life was different in the past</li> <li>• Listen to accounts from the past</li> <li>• Recognise that life was different before they were born</li> <li>• Compare and contrast characters from stories, including those from the past</li> </ul>	<p>Aut: today, yesterday, tomorrow, the present, the future, day, week, month, long ago, old, new, memory, remember, significant, change, Concepts: Chronology, Change, Sources</p> <p>Spr: today, yesterday, tomorrow, the present, the future, day, week, month, long ago, old, new, memory, remember, crown, king, queen, princes, princess, power, robes, throne Concepts: Significance, Invasion, Change</p>
Y1	<ul style="list-style-type: none"> <li>• changes within living memory (the town of Blandford and the school; toys)</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Elizabeth I and Queen Victoria]</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different ages</li> <li>• Use stories to encourage children to distinguish between fact and fiction</li> </ul>	<p>Autumn:                      timeline, living memory, past, present, future, Houses of Parliament, Monarch, Democracy, Government                      Rich/Poor, Society/community, British Empire, Illegal/legal, source and evidence, Library, Railway, Stamps, Steam engine, Workhouse, Cholera, disease, Empire, British, Monarchy, Area (local area), Society/community</p> <p>Spring: timeline, living memory, past, present, future                      Monarch, Rich/Poor, Society/community, British Empire, source and evidence, Library, Monarchy, Area (local area), Society/community, decade, century</p> <p>Concepts throughout: rulers/monarchy, society and community, source and evidence, chronology, cause and effect, trade, change</p>
Y2	<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Samuel Pepys and Christopher Wren; , Robert Baden-Powell; Florence Nightingale and Mary Seacole]</li> <li>• significant historical events, people and places in their own locality [Great fire of Blandford, Robert Baden-Powell and Brownsea Island]</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sequence artefacts closer together in time - check with reference book</i></li> <li>• <i>Recognise why people did things, why events happened and what happened as a result</i></li> <li>• <i>Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories</i></li> <li>• <i>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</i></li> </ul>	<p>Autumn:                      Tower of London, St Paul's Cathedral, River Thames, Landmarks, Wattle and daub, construct, Leather buckets, fire hooks, Squirts, gunpowder, Narrow/wide, Flammable, Cause and effect, Monarch, Source of evidence, Chronology, Law                      Samuel Pepys, King Charles II, monarchy, community, Christopher Wren                      Flee, Wealthy (rich), Disease, Plague, source and evidence, chronology</p> <p>Summer:                      Significance/significant, Chronology, Crime/Crimean War, Wealthy, Disease                      Wounded, Heroine/Hero, Penniless, Cause/effect, society, source/evidence, community, rebel/rebelled, British Empire, culture and beliefs</p> <p>Concepts: Significance, Community, culture and beliefs, society, cause and consequence</p>

	<b>History Objectives</b>	<b>Historical Skills</b>	<b>Vocabulary</b>
Y3	<ul style="list-style-type: none"> <li>• <b>British History (taught chronologically)</b></li> <li>• Stone Age to Iron Age Britain, including: <ul style="list-style-type: none"> <li>- hunter-gatherers and early farmers</li> <li>- Bronze age religion, technology &amp; travel</li> <li>- Iron age hill forts</li> </ul> </li> <li>• <b>Broader History Study</b></li> <li>• Earliest ancient civilisations, i.e. <ul style="list-style-type: none"> <li>- Ancient Egypt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Place the time studied on a time line</i></li> <li>• <i>Use dates and terms related to the study unit and passing of time</i></li> <li>• <i>Sequence several events or artefacts</i></li> <li>• <i>Find out about everyday lives of people in time studied</i></li> <li>• <i>Compare with our life today</i></li> <li>• <i>Identify reasons for and results of people's actions</i></li> <li>• <i>Distinguish between different sources – e.g. stories, museums, artefacts, cartoons</i></li> <li>• <i>Use a range of sources to find out about a period</i></li> <li>• <i>Observe small details – artefacts, pictures</i></li> <li>• <i>Select and record information relevant to the study</i></li> <li>• <i>Begin to use the library and internet for research</i></li> </ul>	<p><b>Stone Age → Iron Age:</b> Paleolithic, Mesolithic, Neolithic, civilization; Roman Empire, extinct, Ice Age, source, evidence, settlement, circular, conical, wattle and daub, smelting, hilltop, blacksmiths, hillfort, hunter-gatherer, leather, mining, Celts, Romans, artefacts, trade, community, culture &amp; beliefs, society, invade and settle, farming developments, cause and consequence</p> <p><b>Ancient Egyptians:</b> Civilisation, source, evidence, settle/settlement, hieroglyphics, irrigation, canopic jar, cartouche, shaduf, sarcophagus, scarab, tomb, papyrus, crops, Pharaoh, ruler, society/community, culture, beliefs,</p> <p>Concepts throughout: Significance, Community, culture and beliefs, Society, Chronology, Cause and consequence, Trade, Invasion &amp; settlement</p>
Y4	<ul style="list-style-type: none"> <li>• <b>British History (taught chronologically)</b></li> <li>• Roman Empire &amp; impact on Britain: <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion</li> <li>- Roman Empire &amp; successful invasion</li> <li>- British resistance, e.g. Boudicca</li> <li>- Romanisation of Britain</li> </ul> </li> <li>• <b>Broader History Study</b></li> <li>• Ancient Greece, i.e. <ul style="list-style-type: none"> <li>- A study of Greek life and achievements and their influence on the western world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Place events from period studied on time line</i></li> <li>• <i>Use terms related to the period and begin to date events</i></li> <li>• <i>Look for links and cause &amp; effects in time studied</i></li> <li>• <i>Offer a reasonable explanation for some events</i></li> <li>• <i>Begin to evaluate the usefulness of different sources</i></li> <li>• <i>Use evidence to build up a picture of a past event</i></li> <li>• <i>Choose relevant material to present a picture of one aspect of life in time past</i></li> <li>• <i>Ask a variety of questions</i></li> <li>• <i>Use the library and internet for research</i></li> </ul>	<p><b>Ancient Greece:</b> Democracy, expand, Empire, conquer, acropolis, amphitheatre, chiton, amphora, Parthenon, hoplite, Trojan Horse, Spartans (Sparta), philosophy/philosopher, ruler, region, source, evidence, society/community, culture, beliefs, trade, travel, invade and settle, settlements, source and evidence, cause and consequence</p> <p><b>Roman Empire:</b> empire, invasion, ruler/monarchy, rebellion, opposition, democracy Founded, expedition, conquer, legion, capture, Iceni, Boudicca, Hadrian's Wall, Christianity, impact, aqueduct, Roman baths, Colosseum, Empire, Emperor, gladiator, testudo, grid system, forum, stalls, revolt, opposition, rebel, rebellion, source, evidence, society/community, culture, beliefs, invade/invaders, trade/trading, government, hillfort, democracy,</p> <p>Concepts throughout: Community, culture and beliefs, society, source and evidence, chronology, cause and consequence, trade, travel/invasion &amp; settlement</p>

	History Objectives	Historical Skills	Vocabulary
Y5	<ul style="list-style-type: none"> <li>• <b>British History (taught chronologically)</b></li> <li>• Anglo-Saxons &amp; Vikings, including: <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain; Scots invasion</li> <li>- Invasions, settlements &amp; kingdoms</li> <li>- Viking invasions; Danegald</li> <li>- Edward the Confessor</li> </ul> </li> <li>• <b>Broader History Study (Blandford Camp/Railway &amp; The Milldown and link to World War 1)</b></li> <li>• A local history study, e.g. <ul style="list-style-type: none"> <li>- A depth study linked to a studied period</li> <li>- A study over a period of time</li> <li>- A post-1066 study of a relevant</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> <li>• Study different aspects of different people - differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Offer some reasons for different versions of events</li> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> </ul>	<p><b>Local study - World War 1:</b> Assassination, rebellion, defence, treaty, allies, construct, trench, coastline, evacuation, invade, prisoner of war, armistice, surrender/ed, trade routes, declare, agriculture, territory, peninsula, bayonet, propaganda, rations, Triple Entente, Central Power, impact, invasion, monarchy, opposition, government, parliament, community, source and evidence, chronology</p> <p><b>Anglo-Saxons &amp; Vikings:</b> Roman empire, raid, invade, invasion, settle, settlement, kingdom (supreme kingdom), conquer, divided, treaty, territory, Shires, evidence, archaeological site, possessions, impact, retain, parliament, ritual, civilization, culture and beliefs, empire, rulers/kings/monarchs, society and community, source and evidence, chronology</p> <p>Concepts throughout: significance, society and community, source and evidence, chronology, cause and effect, continuity and change, trade</p>
Y6	<ul style="list-style-type: none"> <li>• <b>British History (taught chronologically)</b></li> <li>• An extended period study, e.g. <ul style="list-style-type: none"> <li>- The changing power of monarchs</li> <li>- Significant turning points in British history</li> <li>- Crime &amp; punishment</li> <li>- Leisure</li> </ul> </li> <li>• <b>Broader History Study</b></li> <li>• Non-European society, i.e. <ul style="list-style-type: none"> <li>- Islamic civilization, including Baghdad</li> <li>- Mayan civilization</li> <li>- Benin (West Africa)</li> </ul> </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 10 events on a time line</li> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• Compare beliefs and behaviour with another time studied</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>• Know key dates, characters and events of time studied</li> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Recognise primary and secondary sources</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>	<p><b>Crime and Punishment:</b> crime, detection, deterrence, judge, jury, justice, laws, perpetrator, prevention, punishment, society, trial, rulers, monarchy, rebellion, opposition, government, parliament, society, community, source, evidence, chronology, cause and effect, change and continuity</p> <p><b>The Ancient Maya:</b> ancient Maya, Chichen Itza, civilization, codex, demise, hierarchy, maize, Mesoamerica, pok-a-tok, sacrifice, stelae, Tikal, trade, culture, beliefs, invasion, rulers, monarchy, society, community, source, evidence, chronology, cause, effect</p> <p>Concepts throughout: trade, civilisation, culture and beliefs, invasion, rulers/monarchy, society and community, source and evidence, chronology, cause and effect, significance</p>

KS1 National Curriculum Coverage	Collins Units				
	What does it take to be a great explorer?	The Great Fire of London & Blandford	Why is the history of my locality significant?	How do our favourite toys and games compare with those of children in the 1960s?	Who is the greatest history maker?
Changes within living memory	✓		✓	✓	
Events beyond living memory that are significant nationally or globally	✓	✓	✓		✓
Lives of significant individuals in the past who have contributed to national and international achievements.	✓		✓	✓	✓
Significant events, people and places in own locality.		✓	✓	✓	

KS2 National Curriculum Coverage	Collins Units													
	How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was	What did the Vikings want and how did Alfred help to stop them	How did the lives of ancient Britons change during the Stone Age?	What is the secret of the standing stones? (Bronze Age Britain)	How do artefacts help us understand the lives of people in Iron Age	Why did the ancient Maya change the way they lived?	Other non-European Society	How important was Blandford during World War 1?	(Blandford and WW1) Local Study	Why is Ancient Egypt still fascinating people today? HA Unit.	The story of the Trojan Horse: historical fact, legend or classical	Ancient Greece (HA unit)	Why did Britain once rule the largest empire the world has ever
Changes in Britain from the Stone Age to the Iron Age				✓	✓	✓								
The Roman Empire and its impact on Britain	✓													
Britain's settlement by Anglo-Saxons and Scots		✓												
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			✓											
A local history study										✓				
An aspect of theme in British history that extends pupils' chronological knowledge beyond 1066									✓	✓				✓
The achievements of the earliest civilizations							✓				✓			
Ancient Greece												✓	✓	
A non-European society							✓	✓			✓			

## Progression of our Key Concepts

<b>Chronology</b>			
<p><i>The chronology of a series of past events is the times at which they happened in the order in which they happened. Learning about the complex concept of chronology is often considered very challenging for EYFS Year 1 Year 2 young children, yet this understanding underpins children's developing sense of period, as well as key concepts such as change and causation. It is a challenging concept to teach because of its abstract nature and children's many misconceptions illustrate the difficulties they experience in understanding and using it. Chronology, however, contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history</i></p>			
<b>End of EYFS</b>	<b>End of KS1</b>	<b>End of LKS2</b>	<b>End of UKS2</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use everyday language related to time</li> <li><input type="checkbox"/> Order and sequence familiar events</li> <li><input type="checkbox"/> Describe main story settings, events and principal characters.</li> <li><input type="checkbox"/> Talk about past and present events in their own lives and in lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an awareness of the past</li> <li><input type="checkbox"/> Use common words and phrases relating to the passing of time</li> <li><input type="checkbox"/> Know where all people/events studied fit into a chronological framework</li> <li><input type="checkbox"/> Identify similarities / differences between periods</li> </ul>	<p>Know how to locate key events/periods studied on a timeline: Know the meaning of: AD, BC, century, millennium</p> <p>Know how to locate and place the key events/periods studied on a timeline: Know the meaning of: decade, ancient, modern</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to develop chronologically secure knowledge of history</li> <li><input type="checkbox"/> Establish clear narratives within and across periods studied</li> <li><input type="checkbox"/> Note connections, contrasts and trends over time</li> </ul>

<b>Community, culture &amp; beliefs</b>			
<p><i>Examining the concept of culture will open up inquiries into how people deal with the past. It involves the attitudes, beliefs, values and views of a group of people in history. It will allow historians the opportunity to reflect and examine how communities have been influenced by people or events in the past. Society: people living in organised groups; hierarchy; how food is produced to feed people; where people live- types of settlements &amp; buildings; Culture: art, architecture, religion, customs</i></p>			
<b>End of EYFS</b>	<b>End of KS1</b>	<b>End of LKS2</b>	<b>End of UKS2</b>
<p>Name the members of their immediate and extended family Know that people have special traditions or customs.</p>	<p>Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same over the past 100-200 years.</p> <p>Know some traditions, culture and beliefs we have in our local community and ways in which this has changed or stayed the same over the last 100 years.</p>	<p>Know similarities and differences between daily lives of people in the past and today. Know of main changes/constants.</p> <p>Begin to compare aspects of community, culture, society and beliefs between for similarity and difference.</p>	<p>Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes/constants and compare with other periods studied.</p> <p>Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc.</p>

### Trade

*Trade is the **exchange of goods, services, or both**. Trade has occurred between people since the beginning of civilisation when people exchanged goods and skills within their community on a local scale. Even in the Stone Ages people exchanged goods such as tools, clothing and food. Trade largely occurred on a local scale at this time. People had no contact with people from distant places but as travel improved and became easier (building of more reliable boats), trade expanded into other communities. As time passed, a coinage system was introduced. Today traders generally negotiate through a medium of exchange, like money, which then makes buying separate from selling, or earning.*

End of EYFS	End of KS1	End of LKS2	End of UKS2
Know trading as swapping one thing for another; exchanging of goods for money in a role-play situation.	Know trading as exchanging goods (e.g. money for an item). Know trading as exchanging one thing for another with both people the item the other person has (i.e. there is agreement).	Understand that trade has changed over time. Understand that other factors can limit trade (e.g. lack of resources or ability to travel) Understand that trade is built on supply and demand. Understand the importance of a coinage system on trade and that trade isn't always fair.	Compare forms of trade across different civilisations and time periods.  Begin to understand the impact of trade on both the trader and buyer and wider communities/society.

### Invasion & settlement

*Invaders are an army or country that uses force to enter and take control of another country. Settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.*

End of EYFS	End of KS1	End of LKS2	End of UKS2
I am beginning to understand words like conflict and peace.  That castles were used to keep some people safe from invasion	I am beginning to understand words like conflict and peace, empire, settlement.  Know that many people settled (lived) near natural resources such as rivers (The Stour) and give simple reasons for this. People travelled within & beyond their own country and settled. The British Empire ruled over many countries.	Understand that settlements were near natural resources which were used for their benefit – farming of land, use of rivers for irrigation and travel/trade. Movement of people across Europe resulted in both invasion and settlement.	I can explain the reasons why invasions took place. I can use a range of historical vocabulary to talk about issues related to conflict, peace and conquest. I can understand ways in which peace is promoted and conflict is avoided.

### Cause & consequence

*Cause and effect can be defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event. It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always. Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict and on some occasion may not be detected until long after the event.*

End of EYFS	End of KS1	End of LKS2	End of UKS2
<input type="checkbox"/> Question why things happen and give simple explanations	<input type="checkbox"/> Recognise why people did things, why events happened and what happened as a result	<input type="checkbox"/> Recognise why people did things, why events happened and what happened as a result and how this impacted others	<input type="checkbox"/> Identify and give reasons for, results of, historical events, situations, changes

### Continuity & change

Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> <li><input type="checkbox"/> Look closely at similarities, differences, patterns and change</li> <li><input type="checkbox"/> Develop understanding of growth, decay and changes over time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify similarities / differences between ways of life at different times and that some things locally have stayed the same and others have not</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify similarities and differences between change that happened across different periods of history and during similar periods of history</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>

### Significance

Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or place. The importance or significance of a person, place or event defines and influences the way that the past is remembered.

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise and describe special times or events for family or friends</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about who was important e.g. in a simple historical account</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know some important events, places and people and begin to understand the impact they had at the time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify historically significant people and events in situations</li> <li><input type="checkbox"/> Know, make links &amp; draw comparisons between some important events, places and people:</li> </ul>

### Other Progressions

#### Historical Enquiry

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> <li><input type="checkbox"/> Be curious about people and show interest in stories</li> <li><input type="checkbox"/> Answer 'how' and 'why' questions ... in response to stories or events.</li> <li><input type="checkbox"/> Explain own knowledge and understanding, and asks appropriate questions.</li> <li><input type="checkbox"/> Know that information can be retrieved from books and computers</li> <li><input type="checkbox"/> Record, using marks they can interpret and explain</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions *</li> <li><input type="checkbox"/> Understand some ways we find out about the past</li> <li><input type="checkbox"/> Choose and use parts of stories and other sources to show a simple understanding of concepts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources</li> <li><input type="checkbox"/> Understand that different sources can give us different information and/or viewpoints</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Regularly address and sometimes devise historically valid questions *</li> <li><input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources</li> <li><input type="checkbox"/> Construct informed responses by considering different sources</li> <li><input type="checkbox"/> Selecting and organising relevant historical information</li> </ul>

#### Historical vocabulary

End of EYFS	End of KS1	End of LKS2	End of UKS2
Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use a wider range of historical terms accurately when describing or comparing an event or person