

## History

### BCPS CURRICULUM - KNOWLEDGE PROGRESSION



At Burnham on Crouch Primary School we strongly believe that children should feel connected to the world that they live in.

We aim to inspire our children with a sense of curiosity and fascination about the past in Britain and the wider world. By finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. Through the teaching of history children develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. The history topics have been carefully chosen to reflect the demands of the National Curriculum. Through each two week block and key stage children build upon their prior knowledge, develop their curiosity and embed essential knowledge into their long-term memory.

In EYFS children have the opportunity to gain an understanding of the past through books and stories drawing on similarities and differences between things in the past and things now. They begin to develop their language skills by using appropriate vocabulary when discussing the past.

In Key stage 1 Children learn to talk about historical events that have happened in the past. They start to understand chronology, how to sequence events and identify some similarities and difference between ways of life in different periods. They begin to explain differences between the past and present in their lives and that of other children from a different time in history. The children gain an understanding and appreciation for how different life and conditions were in the past and how our lives have been shaped as a result. Throughout KS1 children build on their use of technical language by using words and phrases related to the passing of time.

In Key stage 2 Children build on their understanding of historical events through local studies (Maldon) and studies related to specific times in history (Stone age Yr 3 Romans Yr 4 Vikings and Anglo-Saxon Yr 6) They develop their understanding of chronology and recognise changes over time. The children are encouraged to make comparisons between their values and beliefs of modern day Britain and those from past societies in a range of different countries (Egyptians Yr 3, Mayan civilisation Yr 5, Through the decades Yr6) Throughout KS2 children use technical language to communicate their knowledge and understanding in a variety of ways.

As our pupils progress through our history curriculum they are taught to show their respect for the past locally, nationally and internationally and for the people within.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>Children will understand the past through settings, characters and events encouraged in the books we read in class.</p> <p>The children will have the opportunity to identify similarities and differences between things in the past and now, drawing on their experiences and what they have read in class.</p>	<p>I can use words and phrases like: old, new and a long time ago</p> <p>I can use words and phrases like ‘very old’, ‘when mummy and daddy were little’</p> <p>I can place known events in the order of when they happened</p> <p>I can talk about things that happened when I was little</p> <p>I can explain how they have changed since they were born</p> <p>I can put up to three objects in chronological order</p> <p>I can retell a familiar story set in the past</p> <p>I can put up to three objects in chronological order</p>	<p>I can understand and use the language of past, present, then, now, newest, oldest, before and after.</p> <p>I can understand how a timeline using years works.</p> <p>I can use appropriate words and phrases to discuss the past.</p> <p>I can sequence objects and events beyond living memory.</p> <p>I can describe historical events (the Great Fire of London) and recall key dates of events (1666)</p>	<p>I can use BCE/BC and AD/CE on timelines</p> <p>I can use <i>decade</i> and <i>century</i>.</p> <p>I can order events of history with the given dates.</p> <p>I can explain where Stone, Bronze and Iron Age fit into chronologically into a timeline</p> <p>I can explain what life was like for someone in a particular time in history.</p> <p>I can sequence artefacts</p> <p>I can tell my own story, putting key events in chronological order using historical vocabulary such as before, after, younger, older, later</p> <p>I can describe and compare my life with a child in particular time in history.</p> <p>Describe changes that have happened in the locality of the school throughout history (train line/transport links)</p>	<p>I can use historic terms related to the period of study. Eg <i>Romanisation, pre historic, BCE/BC, AD/CE and ancient</i></p> <p>I can place/ sequence periods of history onto a timeline using centuries in chronological order.</p> <p>I can create a scaled timeline that includes dates of specific series of events.</p> <p>I can create specific closed timelines into a period of time.</p> <p>I can order events in chronological order using dates and periods of time</p> <p>I can use mathematical understanding to round up centuries and decades and to work out time differences between major events.</p> <p>I can explain the major achievements of a time period.</p> <p>Describe changes that have happened in the locality of the school throughout history</p>	<p>I can use relevant terms and periods labels</p> <p>I can use dates and terms accurately in describing events</p> <p>I can place current study on time lines in relation to other studies. (For example, the gap between the First and Second World Wars)</p> <p>I can make comparisons between different times in history</p> <p>Identify continuity and chance in the history of the local area.</p>	<p>I can use relevant terms and periods labels</p> <p>I know and sequence key events of time studied</p> <p>I can relate current studies to previous studies</p>
<b>Historical Enquiry</b>	<p>Children will understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can begin to identify the main differences between old and new objects</p> <p>I can identify objects from the past, such as vinyl records</p> <p>I can use the words ‘before’ and ‘after’ correctly</p>	<p>I can understand the vocabulary of questions</p> <p>I can use comprehension to research</p> <p>I can pick out what is appropriate to answer a question.</p> <p>I can use a specific source to find information and answer questions.</p>	<p>I can begin to question texts I read and artefacts I am given perhaps comparing them to others and drawing conclusions from the past.</p> <p>I can use sources of information to describe how a period of time from the past has</p>	<p>I can question texts I read and artefacts I am given. I can compare them to others and draw conclusions about the past.</p> <p>I can develop the 5w’s of historical questions and enquiry and ask <i>how</i> questions. E.g. <i>how where</i></p>	<p>I can begin to identify primary and secondary sources (e.g., Witness records, written records, video of major battles)</p> <p>Show awareness of the concept of propaganda and how historians must</p>	<p>I can devise questions relating to the cause of historical events and their impact.</p> <p>I can make predictions about historical events – their causes and their results.</p> <p>I can use evidence from both Primary and</p>

	<p>Talk about the lives of the people around them and their roles in society.</p>	<p>I know that some objects belong to the past I can find out more about a famous person from the past and carry out research on him or her</p>	<p>I can identify appropriate sources I might use e.g. photographs, paintings and books. I can explain what an eyewitness is and why they are important. I can say where I can access these things (e.g. internet, libraries, printed books.) I can use a source to answer <i>why, what, who, how, when</i> questions. I can discuss the effectiveness of sources</p>	<p>impacted our lives today e.g. Stone Age settlements. I can find out about people and events of people in other times. I can select and record information relevant to the study I can observe small details on artefacts I can use a variety of resources to find out about aspects of life in the past such as reproduction and genuine artefacts, letters, diaries, photographs and videos. I can use a variety of resources from the earliest civilisations and give an overview of where and when they appeared. I can pose questions about specific areas of history and different people's lives.</p>	<p><i>the Ancient Greeks similar to the Romans?</i> I can draw parallels and bring together sources to be able to infer what life may have been like whilst understanding that primary sources hold a greater significance than secondary sources. I can use photographs and illustrations to present my findings. I can give my own point of view on an event in history. I can explain the major achievements of a time period and offer a reasonable explanation for these events. I can use a variety of resources to find out about aspects of life in the past such as reproduction and genuine artefacts, letters, diaries, photographs, videos and audio recordings. I can investigate primary and secondary sources and explore the differences between the types of sources. I can draw parallels and bring together sources to be able to infer what life may have been like whilst understanding that primary sources hold a greater significance than secondary sources. I can research two events and compare how they differ. I can research and investigate everyday life in</p>	<p>understand the social context of evidenced studied I can use evidence to build up a picture of life in time studied I can select relevant sections of information I can confidently use library, e-learning, research I can develop questioning relating to the cause of historical events and the effects they had</p>	<p>Secondary sources to inform a new opinion. I can compare and contrast historical events both talking and writing in detail about their similarities and differences. I can order events in times of significance. I can describe the impact of historical events and changes thereafter. (E.g., the impact of the Roman Empire on modern Britain)</p>
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<b>Organisation and Communication</b>		<p>I can talk, draw or write about aspects of the past</p> <p>I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>I can recount changes in my own life</p>	<p>I can describe memories of key events in lives</p> <p>I can say where I can access these things (e.g. internet, libraries, printed books.)</p> <p>I can use a source to answer why, what, who, how, when questions.</p> <p>I can discuss the effectiveness of sources</p>	<p>I can use vocabulary such as <i>impact, research, evidence, experts, significant, recent, lifetime</i></p> <p>I can communicate knowledge and understanding in a variety of ways e.g. discussion, pictures, writing, annotations, drama and models.</p>	<p>I can use multimedia to present research and findings.</p> <p>I can recall, select and organise historical understanding.</p> <p>I can communicate knowledge and understanding through discussion, drawing, drama, writing and computers.</p>	<p>I can fit events into a display sorted by theme or time</p> <p>I can use appropriate terms, matching dates to people and events record and communicate knowledge in different forms-</p>	<p>I can work independently and in groups showing initiative</p>
<b>Understand events, people and changes</b>		<p>I can appreciate that some famous people have helped out lives be better today</p> <p>I can recognise that we celebrate certain events because of what happened many years ago</p> <p>I can understand that we have a queen that rules us and that Britain has had a king or queen for many years</p> <p>I can study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p> <p>I can talk about an important historical</p>	<p>I can explain why someone acted in the way that they did in the past and identify some similarities and difference between ways of life in different periods</p> <p>I can identify reasons for and results of people's actions understand why people may have had to do something</p> <p>I can study change through the lives of significant individuals (e.g. Samuel Pepys, Florence Nightingale)</p>	<p>I can create explanations of historical events that are structured, put in context and use appropriate vocabulary.</p> <p>E.g. by referencing periods of history such as, '<i>Basic tools made hunting easier for Neolithic man.</i>'</p> <p>Describe social, ethnic, cultural or religious diversity of past society.</p>	<p>I can show that explanations of historical events and life are structured, put in context and use appropriate terminology. E.g. I can make reference to the period of history. For example, '<i>Roads were beginning to make travelling around much easier in Roman Britain.</i>'</p> <p><i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</i></p>	<p>I can study different aspects of life of different people – the differences between men and women</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in early and late times studied</p> <p>I can compare an aspect of life with the same aspect in another period</p> <p>I can study a civilization in detail (e.g. The Maya)</p>	<p>I can compare beliefs and behaviour with another historical study. (Inc. a non-European society which provides contrast with British history)</p> <p>I can analyse links and contrasts within and across different periods of time including short-term and long-term timescales.</p> <p>I can understand continuity and change with previous and post historical areas. (Inc. the achievements of the earliest civilisations and a deeper knowledge of one of them)</p>

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