



St John Vianney Catholic Primary School

Progression in History – End of Year Expectations



History Intent

Through our teaching of history we intend for our pupils to:

- increase and develop their historical knowledge, skills, concepts and attitudes.
- develop a curiosity about the past, asking questions and seeking answers.
- acquire the knowledge and skills which enable them to make links, enquire, research and analyse in history.
- increase their understanding of their world today through learning about the past.

Children will know more, remember more and understand more about local, national and world history.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

EYFS (Early Learning Goal)	Understanding the World People and Communities	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions.
	Understanding the World The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things.

		<ul style="list-style-type: none"> • To talk about the features of their own immediate environment and how environments might vary from one another 		
	Chronology	Communication	Interpretation, Enquiry and Using Sources	Events, People & Change
Year 1	<ul style="list-style-type: none"> • Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy • Pupils know and understand what a timeline is • Pupils are beginning to make comparisons between areas of study 	<ul style="list-style-type: none"> • Pupils can use and are beginning to remember names and places that link to areas of study • Pupils can use simple words and phrases accurately to indicate periods of time e.g. a long time ago, when my parents were young... 	<ul style="list-style-type: none"> • Pupils can ask simple questions when they are unsure • Pupils can accurately answer some questions verbally related to an area of study 	<ul style="list-style-type: none"> • Pupils can remember most key events and facts about the areas they have studied • Pupils are beginning to understand that they can find historical information in books
Year 2	<ul style="list-style-type: none"> • Pupils can accurately order events they have learnt about from furthest away to most recent • Pupils can draw timelines, beginning to place areas of study on them • Pupils can compare areas of study, identifying similarities between them • Pupils can compare areas of study, identifying differences between them 	<ul style="list-style-type: none"> • Pupils can remember and use a range of names and words specific to areas of study • Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries 	<ul style="list-style-type: none"> • Pupils can ask simple questions to develop their understanding • Pupils are able to accurately answer simple questions related to an area of study confidently • Pupils can justify their answers using sources or stories 	<ul style="list-style-type: none"> • Pupils can remember key events and facts about the areas they have studied • Pupils can begin to identify how we know about past events • Pupils can begin to identify different representations of history e.g. books, visual clips, letters, websites

<p>Year 3</p>	<ul style="list-style-type: none"> • Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline • Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities and differences between them 	<ul style="list-style-type: none"> • Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study • Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. civilisation. 	<ul style="list-style-type: none"> • Pupils are beginning to ask more in depth questions for their age to develop their understanding • Pupils are able to answer questions accurately related to the area of study • Pupils can use sources to justify their answers 	<ul style="list-style-type: none"> • Pupils remember a range of key facts and information from areas of study in Year 3 • Pupils can identify at least two ways we gather information • Pupils are able to use at least one type of source of information confidently
<p>Year 4</p>	<ul style="list-style-type: none"> • Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline • Pupils can confidently make links between areas of history they have studied, identifying similarities between them 	<ul style="list-style-type: none"> • Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study • Pupils can generally use words and phrases to indicate time, talking about decades, 	<ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding • Pupils are beginning to challenge sources of information • Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions 	<ul style="list-style-type: none"> • Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study • Pupils are beginning to understand how our knowledge of history is developed through a range of sources

	<ul style="list-style-type: none"> Pupils can confidently make links between areas of history they have studied, identifying differences between them 	<ul style="list-style-type: none"> centuries, millennium etc. Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 		<ul style="list-style-type: none"> Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips
Year 5	<ul style="list-style-type: none"> Pupils have a secure knowledge of chronology and are mostly accurate in placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history Pupils can compare historical periods, identifying similarities and differences between them Pupils are beginning to identify trends over time 	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study Pupils can confidently use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand many words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can ask questions to develop their understanding and also ask questions of what people have said Pupils regularly challenge sources of information Pupils are able to make purposeful selection about information they wish to include in responses Pupils can organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
Year 6	<ul style="list-style-type: none"> Pupils have a secure knowledge of chronology, accurately placing a range of 	<ul style="list-style-type: none"> Pupils can remember and use a wide range of names and words from 	<ul style="list-style-type: none"> Pupils can ask a range of questions, creating questions that develop 	<ul style="list-style-type: none"> Pupils have a wide ranging knowledge about historical

	<p>historical events from around the world on a timeline</p> <ul style="list-style-type: none"> • Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Pupils can compare a range of historical periods, identifying a number of similarities and differences between them and why this is • Pupils can identify trends over time, identifying how ideas have been continued/developed 	<p>the areas they have studied over the years</p> <ul style="list-style-type: none"> • Pupils can use a wide range of words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand a wide range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<p>understanding about change, cause and significance</p> <ul style="list-style-type: none"> • Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda • Pupils can purposefully select information when forming responses to questions • Pupils can organise information purposefully when responding to or asking questions 	<p>events, from local history to world history</p> <ul style="list-style-type: none"> • Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
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