

Asfordby Hill Primary School

‘Individual Value; Valuing Individuals’

History Progression

Implementation and Organisation-How will we arrange our learning?

History Progression

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

EYFS

History is not taught as a discrete subject in the EYFS, but vocabulary and experiences developed around “Understanding the World” will build historical foundations.

<i>It's Good To Be Me!</i>
<i>Let's Celebrate</i>
<i>Adventure</i>
<i>Our World</i>
<i>Outside Our Window</i>
<i>All Things Weird and Wonderful</i>

Understanding the World (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.



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Unit	Vocabulary	Substantive Knowledge	What this might look like (Continuous/enhanced provision, focused activities, task design)
<p>Me and Myself</p> <ul style="list-style-type: none"> How have I changed since I was a baby? What do I remember from being younger? How can we talk about our day– now, next, today, yesterday, tomorrow? 	<p>Then , now, today, yesterday, tomorrow</p>	<ul style="list-style-type: none"> The past are things that happened before now. I was a baby in the past. I was different in the past than I am now. Memories are from the past. 	<p>Continuity and change: sequence daily routine, sequence pictures of myself by age and discuss how have changed.</p> <p>Chronology: sequence pictures of myself, talk about things that happened today, yesterday and tomorrow.</p>
<p>Bonfire Night</p> <ul style="list-style-type: none"> Who is Guy Fawkes? Why do we celebrate bonfire night? 	<p>Bonfire night, Guy Fawkes, past, present, then, now</p>	<ul style="list-style-type: none"> Guy Fawkes was alive in the past. 	<p>Chronology: Sort events that happened in the past vs present.</p>
<p>Dinosaurs</p> <ul style="list-style-type: none"> What is a dinosaur? When did dinosaurs live on Earth? How do we know what dinosaurs looked like? 	<p>Dinosaurs, extinct, bones, then, now, past, present, palaeontologist</p>	<ul style="list-style-type: none"> Dinosaurs lived on Earth a very long time ago and are not alive today. Fossils and bones help us know what 	<p>Chronology: Sort events that happened in the past vs present.</p> <p>Evidence and interpretation: Look at fossils and dinosaur bones, what do you notice?</p>



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<p>Resources (fossils, bones etc)</p>		<p>dinosaurs might have looked like.</p>	
<p>Toys</p> <ul style="list-style-type: none"> • What is the same and different about toys in the past and toys now? • How have toys changed? • What materials are toys made from now and were made form in the past? 	<p>Materials, handmade, wood, plastic, technology, past, present, now, then, same, different</p>	<ul style="list-style-type: none"> • Toys can now have electric parts, plastic parts and be technology • Toys in the past were made from wood, metal and handmade. 	<p>Chronology: Sort toys into past and present</p> <p>Similarity and difference: compare toys in the past and now – peg dolls, china dolls, plastic dolls.</p>



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Skills Progression	EYFS	1	2	3	4	5	6
	Chronological understanding						
	Historical interpretation and enquiry						
	Significant Events						
	Significant Individuals						
	Local History						
	World History						

Chronological understanding		
Y1/2	Y3/4	Y5/6
Understand the difference between things that happened in the past and the present.	To sequence local/ national and world significant events.	To order significant events including world events over a set period of time including appropriate vocabulary (year, decade, century, millennium etc).
Describe things that happened to themselves and other people in the past.	To understand more complex historical vocabulary e.g decade, century, era, chronological.	Use relevant dates, terms and labels.
Order a set of objects (timeline)		



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<p>Use a time line to place important events</p> <p>Use words and phrases: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p>	<p>Begin to use specific dates related to a time period.</p> <p>To use a time line to place significant events in chronological order.</p> <p>To understand BC and AD</p>	<p>To understand and use a timeline divided into different periods i.e to correctly place the date of a specific event from the past studied.</p> <p>To make comparisons between the past and present</p> <p>To describe the main changes in a period of time using 'social', 'political', 'technological' and 'cultural</p>
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Historical interpretation and enquiry		
Y1/2	Y3/4	Y5/6
<p>Know how the past is represented.</p> <p>Look at stories and other sources to find out about the past.</p> <p>Use a range of artefacts to know how the past is represented.</p> <p>Use a range of sources and artefacts to find out about the past and to show an understanding. (Yr2)</p> <p>Ask questions about events.</p> <p>Ask questions about the past and use a range of information to find answers. (Yr2)</p>	<p>Use a range of primary and secondary sources to how the past is represented and interpreted in different ways.</p> <p>Begin to select and record information.</p> <p>Use a range of resources to explore questions about the past.</p> <p>Know our knowledge of the past is constructed from a range of sources.</p> <p>Begin to give reasons why there may be different accounts of the same event.</p> <p>Make observations and develop reasoning / interpretation skills.</p>	<p>Compare the validity of using primary and secondary sources to represent the past.</p> <p>Know and explain what a reliable source is.</p> <p>Compare and contrast differing accounts of the same event.</p> <p>Give reasons why there are differences in opinion of the same event.</p> <p>Use evidence to encourage further enquiry.</p> <p>Develop observations and improve interpretation skills.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation.</p>



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	Retrieve/select and record specific information linked to key questions.	
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Significant Events		
Y1/2	Y3/4	Y5/6
<p>Compare and contrast 2 national events that have happened in living memory (homes and schools) and 1 beyond living memory. (Great Fire of London))</p> <p><u>Understand</u> historical calendar events.</p>	<p>Know how national events have an impact on local historical events.</p> <p>Research a key global event.</p> <p>Understand the impact on lives resulting from the event.</p> <p>Ask questions about change and cause to historical events</p>	<p>Understand how global events have an impact on our lives.</p> <p>Devise historical enquiry questions about the cause of Global events.</p> <p>Construct informed responses to recent historical events (link with current issues in the news).</p> <p>Ask questions about change, cause, similarities, difference and significance linked to a specific period of history or event</p>

Significant Individuals		
Y1/2	Y3/4	Y5/6
<p>Find out facts about people and significant events in their life.</p>	<p>Research a significant and relevant historical figure.</p> <p>Research a local historical figure</p>	<p>Identify trends between the lives of significant figures prior to similar key events.</p>



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<p>Talk about the significance of an individual and the impact they have had on everyday life.</p> <p>Compare and contrast 2 individuals and the significance of their lives from different periods of time. (Y2)</p>		<p>Identify connections between significant figures/gender/ideas</p>
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Local History		
Y1/2	Y3/4	Y5/6
<p>Know significant local people in their immediate community e.g school staff, police officer, Church.</p>	<p>Establish clear narratives of their chosen period of study.</p> <p>Make connections, comparisons and contrasts (trends) over time.</p> <p>Research the immediate community.</p> <p>Look at an aspect of social history.</p>	<p>Understand how several aspects of national history are reflected in the locality.</p> <p>Research the locality, understanding the importance of using a range of sources.</p> <p>Look and further understand an aspect of social history</p>

World History		
Y1/2	Y3/4	Y5/6
	<p>Understand the achievements of Ancient civilisations (Rome).</p>	<p>Understand and explain the legacy of an Ancient culture (art, architecture, literature) on later periods in British history.</p> <p>Link world history to the impact on Britain.</p>



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	Understand the history of Britain in its European and wider world context.	Know how the achievements of early civilisations impacted on the western world.
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History Progression

		EYFS	KS1		LKS2		UKS2	
		YR	Y1	Y2	Y3	Y4	Y5	Y6
Units	Unit 1:	<p>History is not taught as a discrete subject in the EYFS, but vocabulary and experiences developed around “Understanding the World” will build historical foundations.</p> <p>Bonfire Night/Guy Fawkes</p> <p>Dinosaurs</p> <p>Me and my family</p> <p>Toys</p> <p>WW1: Why do people wear poppies?</p>	<p>How have homes changed? changes within living memory-aspects of change in national life</p>	<p>Great Fire of London events beyond living memory that are significant nationally or globally</p>	<p>Pre-history: Stone Age to Iron Age changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Anglo-Saxons & Scots Britain’s settlement by Anglo-Saxons and Scots</p>	<p style="text-align: center;">Ancient Civilisations/Ancient Egypt</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p>	<p>Civil Rights a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>
	Unit 2:		<p>How have schools changed? changes within living memory-aspects of change in national life</p>	<p>Significant People-explorers 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 Ernest Shackleton Dr Mae Jemison</p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		<p>World War 2 a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>
	Unit 3:		<p>Significant People-Nurses the lives of significant individuals in the past who have contributed to national and international achievements Mary Secole Florence Nightingale Edith Cavell</p>	<p>Castles and Robin Hood significant historical events, people and places in their own locality</p>	<p>Roman Britain the Roman Empire and its impact on Britain</p>	<p>Richard III a local history study</p>	<p>Ancient Greeks a study of Greek life and achievements and their influence on the western world</p>	<p>The Maya a non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p>

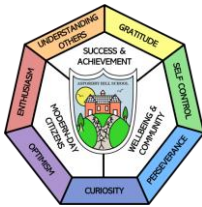


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Year 1 History Curriculum			
	How have homes changed?	How have schools changed?	Significant people- Nurses
Chronological understanding	<p>Order a set of objects (timeline)</p> <p>Use words and phrases: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p>	<p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of objects (timeline)</p> <p>Use words and phrases: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Use a timeline to place important events</p> <p>Use words and phrases: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p>
Historical interpretation and enquiry	<p>Know how the past is represented.</p> <p>Look at stories and other sources to find out about the past.</p> <p>Use a range of artefacts to know how the past is represented.</p>	<p>Know how the past is represented.</p> <p>Look at stories and other sources to find out about the past.</p> <p>Use a range of artefacts to know how the past is represented.</p> <p>Ask questions about events.</p>	<p>Know how the past is represented.</p> <p>Look at stories and other sources to find out about the past.</p> <p>Use a range of artefacts to know how the past is represented.</p> <p>Ask questions about events.</p>



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	Ask questions about events.		
Significant Events	Compare and contrast 2 national events that have happened in living memory (homes and schools) and 1 beyond living memory. (Great Fire of London)) <u>Understand historical calendar events.</u>	Compare and contrast 2 national events that have happened in living memory (homes and schools) and 1 beyond living memory. (Great Fire of London)) <u>Understand historical calendar events.</u>	
Significant Individuals			Find out facts about people and significant events in their life. Talk about the significance of an individual and the impact they have had on everyday life.
Local History		Know significant local people in their immediate community e.g school staff	Know significant local people in their immediate community e.g parents that are nurses
World History			

Year 2 History Curriculum			
	Great Fire of London	Significant People- Explorers	Castles and Robin Hood
Chronological understanding	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past.	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past.	Order a set of objects (timeline) Use a timeline to place important events in order. Use words and phrases: now, yesterday, last week, when I was younger, a long time ago, a very long



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	<p>Order a set of objects (timeline)</p> <p>Use a timeline to place important events in order.</p> <p>Use words and phrases: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p>	<p>Use a timeline to place important events in order.</p> <p>Use words and phrases: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p>	<p>time ago, before I was born, when my parents were young</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p>
<p>Historical interpretation and enquiry</p>	<p>Know how the past is represented.</p> <p>Look at stories and other sources to find out about the past.</p> <p>Use a range of sources and artefacts to find out about the past and to show an understanding.</p> <p>Ask questions about events.</p> <p>Ask questions about the past and use a range of information to find answers.</p>	<p>Know how the past is represented.</p> <p>Look at stories and other sources to find out about the past.</p> <p>Use a range of sources and artefacts to find out about the past and to show an understanding.</p> <p>Ask questions about events.</p> <p>Ask questions about the past and use a range of information to find answers.</p>	<p>Know how the past is represented.</p> <p>Look at stories and other sources to find out about the past.</p> <p>Use a range of sources and artefacts to find out about the past and to show an understanding.</p> <p>Ask questions about events.</p> <p>Ask questions about the past and use a range of information to find answers.</p>
<p>Significant Events</p>	<p>Compare and contrast 2 national events that have happened in living memory (homes and schools) and</p>		



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	1 beyond living memory. (Great Fire of London)) Understand historical calendar events.		
Significant Individuals		Compare and contrast 2 individuals and the significance of their lives from different periods of time.	
Local History			
World History			

Year 3 History Curriculum		
	Pre-history: Stone Age to Iron Age	Roman Britain
Chronological understanding	<p>To understand more complex historical vocabulary e.g decade, century, era, chronological.</p> <p>Begin to use specific dates related to a time period.</p> <p>To use a timeline to place significant events in chronological order.</p> <p>To understand BC and AD</p>	<p>To sequence local/ national and world significant events.</p> <p>To understand more complex historical vocabulary e.g decade, century, era, chronological.</p> <p>Begin to use specific dates related to a time period.</p> <p>To use a timeline to place significant events in chronological order.</p> <p>To understand BC and AD</p>



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<p>Historical interpretation and enquiry</p>	<p>Use a range of primary and secondary sources to how the past is represented</p> <p>Begin to select and record information.</p> <p>Use a range of resources to explore questions about the past.</p> <p>Make observations and develop reasoning / interpretation skills.</p> <p>Retrieve/select and record specific information linked to key questions.</p>	<p>Begin to select and record information.</p> <p>Use a range of resources to explore questions about the past.</p> <p>Know our knowledge of the past is constructed from a range of sources.</p> <p>Begin to give reasons why there may be different accounts of the same event.</p> <p>Make observations and develop reasoning / interpretation skills.</p> <p>Retrieve/select and record specific information linked to key questions.</p>
<p>Significant Events</p>	<p>Know how national events have an impact on local historical events.</p> <p>Understand the impact on lives resulting from the event.</p> <p>Ask questions about change and cause to historical events</p>	
<p>Significant Individuals</p>		<p>Research a significant and relevant historical figure- Boudicca</p>
<p>Local History</p>	<p>Establish clear narratives of their chosen period of study.</p> <p>Make connections, comparisons and contrasts (trends) over time.</p> <p>Research the immediate community. Burrough Hill-Iron Age fort</p>	<p>Establish clear narratives of their chosen period of study.</p> <p>Make connections, comparisons and contrasts (trends) over time.</p>



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	Look at an aspect of social history.	Look at an aspect of social history.
World History		<p>Understand the achievements of Ancient civilisations (Rome).</p> <p>Understand the history of Britain in its European and wider world context.</p>

Year 4 History Curriculum			
	Anglo-Saxon and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England	Richard III
Chronological understanding	<p>To sequence local/ national and world significant events.</p> <p>To understand more complex historical vocabulary e.g decade, century, era, chronological.</p> <p>Begin to use specific dates related to a time period.</p> <p>To use a timeline to place significant events in chronological order.</p> <p>To understand BC and AD</p>	<p>To sequence local/ national and world significant events.</p> <p>To understand more complex historical vocabulary e.g decade, century, era, chronological.</p> <p>Begin to use specific dates related to a time period.</p> <p>To use a timeline to place significant events in chronological order.</p> <p>To understand BC and AD</p>	<p>To sequence local/ national and world significant events.</p> <p>To understand more complex historical vocabulary e.g decade, century, era, chronological.</p> <p>Begin to use specific dates related to a time period.</p> <p>To use a timeline to place significant events in chronological order.</p> <p>To understand BC and AD</p>



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<p>Historical interpretation and enquiry</p>	<p>Use a range of primary and secondary sources to how the past is represented and interpreted in different ways.</p> <p>Use a range of resources to explore questions about the past.</p> <p>Know our knowledge of the past is constructed from a range of sources.</p> <p>Begin to give reasons why there may be different accounts of the same event.</p> <p>Make observations and develop reasoning / interpretation skills.</p> <p>Retrieve/select and record specific information linked to key questions.</p>	<p>Use a range of primary and secondary sources to how the past is represented and interpreted in different ways.</p> <p>Use a range of resources to explore questions about the past.</p> <p>Begin to give reasons why there may be different accounts of the same event.</p> <p>Make observations and develop reasoning / interpretation skills.</p> <p>Retrieve/select and record specific information linked to key questions.</p>	<p>Use a range of primary and secondary sources to how the past is represented and interpreted in different ways.</p> <p>Begin to select and record information.</p> <p>Use a range of resources to explore questions about the past.</p> <p>Know our knowledge of the past is constructed from a range of sources.</p> <p>Begin to give reasons why there may be different accounts of the same event.</p> <p>Make observations and develop reasoning / interpretation skills.</p> <p>Retrieve/select and record specific information linked to key questions.</p>
<p>Significant Events</p>	<p>Know how national events have an impact on local historical events.</p> <p>Understand the impact on lives resulting from the event.</p> <p>Ask questions about change and cause to historical events</p>	<p>Know how national events have an impact on local historical events.</p> <p>Understand the impact on lives resulting from the event.</p> <p>Ask questions about change and cause to historical events</p>	<p>Know how national events have an impact on local historical events.</p> <p>Understand the impact on lives resulting from the event.</p> <p>Ask questions about change and cause to historical events</p>



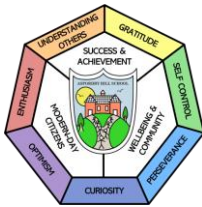
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Significant Individuals		Research a significant and relevant historical figure.	Research a significant and relevant historical figure. Research a local historical figure
Local History	<p>Establish clear narratives of their chosen period of study.</p> <p>Make connections, comparisons and contrasts (trends) over time.</p> <p>Research the immediate community.</p> <p>Look at an aspect of social history.</p>	<p>Establish clear narratives of their chosen period of study.</p> <p>Make connections, comparisons and contrasts (trends) over time.</p> <p>Research the immediate community.</p> <p>Look at an aspect of social history.</p>	
World History	Understand the history of Britain in its European and wider world context.	Understand the history of Britain in its European and wider world context.	

Year 5 History Curriculum		
	Ancient Civilisations -in depth enquiry Ancient Egypt	Ancient Greeks
Chronological understanding	<p>To order significant events including world events over a set period of time including appropriate vocabulary (year, decade, century, millennium etc).</p> <p>Use relevant dates, terms and labels.</p> <p>To understand and use a timeline divided into different periods i.e to correctly place the date of a specific event from the past studied.</p>	<p>To order significant events including world events over a set period of time including appropriate vocabulary (year, decade, century, millennium etc).</p> <p>Use relevant dates, terms and labels.</p>



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	<p>To make comparisons between the past and present.</p> <p>To describe the main changes in a period of time using ‘social’, ‘political’, ‘technological’ and ‘cultural’.</p>	<p>To understand and use a timeline divided into different periods i.e to correctly place the date of a specific event from the past studied.</p> <p>To describe the main changes in a period of time using ‘social’, ‘political’, ‘technological’ and ‘cultural’.</p>
<p>Historical interpretation and enquiry</p>	<p>Know and explain what a reliable source is.</p> <p>Use evidence to encourage further enquiry.</p> <p>Develop observations and improve interpretation skills.</p>	<p>Know and explain what a reliable source is.</p> <p>Compare and contrast differing accounts of the same event.</p> <p>Give reasons why there are differences in opinion of the same event.</p> <p>Develop observations and improve interpretation skills.</p>
<p>Significant Events</p>	<p>Understand how global events have an impact on our lives.</p> <p>Devise historical enquiry questions about the cause of global events.</p> <p>Ask questions about change, cause, similarities, difference and significance linked to a specific period of history or event</p>	<p>Understand how global events have an impact on our lives.</p> <p>Devise historical enquiry questions about the cause of global events.</p> <p>Ask questions about change, cause, similarities, difference and significance linked to a specific period of history or event</p>



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Significant Individuals		Identify connections between significant figures/gender/ideas
Local History		
World History	<p>Understand and explain the legacy of an Ancient culture (art, architecture, literature) on later periods in British history.</p> <p>Link world history to the impact on Britain.</p> <p>Know how the achievements of early civilisations impacted on the western world.</p>	<p>Understand and explain the legacy of an Ancient culture (art, architecture, literature) on later periods in British history.</p> <p>Link world history to the impact on Britain.</p> <p>Know how the achievements of early civilisations impacted on the western world.</p>

Year 6 History Curriculum			
	Civil Rights	World War II	The Maya
Chronological understanding	<p>To order significant events including world events over a set period of time including appropriate vocabulary (year, decade, century, millennium etc).</p> <p>Use relevant dates, terms and labels.</p> <p>To make comparisons between the past and present.</p>	<p>To order significant events including world events over a set period of time including appropriate vocabulary (year, decade, century, millennium etc).</p> <p>Use relevant dates, terms and labels.</p> <p>To understand and use a timeline divided into different periods i.e to correctly place the date of a specific event from the past studied.</p>	<p>To order significant events including world events over a set period of time including appropriate vocabulary (year, decade, century, millennium etc).</p> <p>Use relevant dates, terms and labels.</p> <p>To understand and use a timeline divided into different periods i.e to correctly place the date of a specific event from the past studied.</p>



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	To describe the main changes in a period of time using ‘social’, ‘political’, ‘technological’ and ‘cultural.’	To make comparisons between the past and present. To describe the main changes in a period of time using ‘social’, ‘political’, ‘technological’ and ‘cultural.’	To make comparisons between the past and present. To describe the main changes in a period of time using ‘social’, ‘political’, ‘technological’ and ‘cultural.’
Historical interpretation and enquiry	<p>Compare the validity of using primary and secondary sources to represent the past.</p> <p>Know and explain what a reliable source is.</p> <p>Give reasons why there are differences in opinion of the same event. Use evidence to encourage further enquiry.</p> <p>Develop observations and improve interpretation skills.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation.</p>	<p>Compare the validity of using primary and secondary sources to represent the past.</p> <p>Know and explain what a reliable source is.</p> <p>Compare and contrast differing accounts of the same event.</p> <p>Give reasons why there are differences in opinion of the same event. Use evidence to encourage further enquiry.</p> <p>Develop observations and improve interpretation skills.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation.</p>	<p>Compare the validity of using primary and secondary sources to represent the past.</p> <p>Know and explain what a reliable source is.</p> <p>Give reasons why there are differences in opinion of the same event. Use evidence to encourage further enquiry.</p> <p>Develop observations and improve interpretation skills.</p>
Significant Events	Understand how global events have an impact on our lives.	Understand how global events have an impact on our lives.	Understand how global events have an impact on our lives.



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	<p>Devise historical enquiry questions about the cause of global events.</p> <p>Construct informed responses to recent historical events (link with current issues in the news).</p> <p>Ask questions about change, cause, similarities, difference and significance linked to a specific period of history or event.</p>	<p>Devise historical enquiry questions about the cause of global events.</p> <p>Construct informed responses to recent historical events (link with current issues in the news).</p> <p>Ask questions about change, cause, similarities, difference and significance linked to a specific period of history or event.</p>	<p>Devise historical enquiry questions about the cause of global events.</p> <p>Ask questions about change, cause, similarities, difference and significance linked to a specific period of history or event.</p>
Significant Individuals	<p>Identify trends between the lives of significant figures prior to similar key events.</p> <p>Identify connections between significant figures/gender/ideas</p>	<p>Identify trends between the lives of significant figures prior to similar key events.</p> <p>Identify connections between significant figures/gender/ideas</p>	
Local History		<p>Understand how several aspects of national history are reflected in the locality.</p> <p>Research the locality, understanding the importance of using a range of sources.</p> <p>Look and further understand an aspect of social history</p>	
World History	<p>Link world history to the impact on Britain.</p>		<p>Understand and explain the legacy of an Ancient culture (art, architecture, literature) on later periods in British history.</p>



Asfordby Hill Primary School

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History Progression

			<p>Link world history to the impact on Britain.</p> <p>Know how the achievements of early civilisations impacted on the western world.</p>
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