

The four progress objectives are:

1. *Generating Ideas: The skills of developing ideas*
2. *Practical: The skills of practical history*
3. *Evaluating: The skills of judgement and evaluation*
4. *Knowledge & Understanding: Acquiring and applying knowledge to inform progress*



Aims:

- Children will be introduced to subject specific vocabulary that a historian would use
- Children will use subject specific vocabulary to talk like a historian
- Children will use subject specific vocabulary and definitions that a historian would use
- Children will research, interpret and present like a historian
- Children will learn, work and talk like a historian

EYFS	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
	Clear knowledge and understanding of key vocabulary to talk about past and present events in their lives and the lives of others.	Specific teaching sequence for history using Rosenshine's principles in action: - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions	Historian History Today Yesterday Tomorrow The past The present The future	Chronological Understanding	<ul style="list-style-type: none"> • Children use everyday language related to time. • Children order and sequence familiar events. 	Children talk about past and present events. They use key vocabulary in their discussions.
	Clear knowledge and understanding of key vocabulary to talk about similarities and differences between themselves and others.	- Introduction of new learning and asking questions: introduction of historical and focused skill	Day Week Month Year Long ago Now Then Remember Old	Knowledge and understanding of events in the past	<ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. 	Children talk about the similarities and differences between themselves and others. They use key vocabulary in their discussions.
		- Provide models / scaffolds: support children with learning and applying new skill alongside	The future Day Week Month Year Long ago Now Then Remember Old New Order Calendar	Historical Interpretation	<ul style="list-style-type: none"> • Children know about similarities and differences between themselves and others. 	
				Historical Enquiry and Using Sources	<ul style="list-style-type: none"> • Children are curious about people and show interest in stories. • Children answer how and why questions in response to pictures, objects and stories. • Children know that information can be retrieved from computers and books. 	
				Organisation and communication	<ul style="list-style-type: none"> • Children demonstrate what they know through talk, drawing and emergent writing. 	

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		<p>evaluating using modelled vocabulary</p> <ul style="list-style-type: none">- Independent practise: children further develop the new skill-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary				
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Year	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
1	Knowledge and understanding of key vocabulary to sequence events and/or artefacts.	Specific teaching sequence for history using Rosenshine's principles in action:	Same as EYFS, plus: Century Chronological order Living memory Memories Opinion Fact Fiction Source Interpret Enquire Enquiry Before Artefact Timeline Decade	Chronological Understanding	<ul style="list-style-type: none"> Children recognise the distinction between past and present. Children order and sequence some familiar events and objects. Children identify some similarities and differences between ways of life at different times. Children use some everyday terms about the passing of time such as "a long time ago" and "before." 	Children can use some key vocabulary when sequencing events or artefacts.
	Knowledge and understanding of key vocabulary to recognise and express differences.	- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions		Knowledge and Understanding of events in the past	<ul style="list-style-type: none"> Children recognise the difference between the past and the present in their own and others' lives. Children know and recount episodes from stories about the past. 	Children can use some key vocabulary when talking about differences between the past and the present.
	Know about some key events and people from the past and compare to their own lives.	- Introduction of new learning and asking questions: introduction of historical knowledge and focused skill		Historical Interpretation	<ul style="list-style-type: none"> Through stories, children are encouraged to distinguish between fact and fiction. Children compare adults talking about the past – how reliable are these memories? Children make simple observations about different people, events, beliefs and communities from the past. 	Children can talk about key events and people from the past and how they compare to their lives.
	Know about some key historical events that are significant nationally or globally.	- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary		Historical Enquiry and Using Sources	<ul style="list-style-type: none"> Children find answers to simple questions about the past from sources of information and artefacts. Children use different sources to answer simple questions about the past. Children identify some of the basic ways in which the past can be represented. Children choose parts of stories and other sources to demonstrate what they know about the past. 	Children can present their findings about history in a number ways.
Understand how we can ask questions to establish facts and opinion about events in the past.	- Independent practise: children further develop the new skill				Children can ask questions that help them find out about the past.	
					Children can use different sources to find out about the past.	
					Children can use key words when talking about history	

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	Understand that a range of sources can be used to find out about the past.	-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary		Organisation and Communication	<ul style="list-style-type: none">• Children describe special or significant events.• Children retell simple stories or events from the past.• Children use simple historical terms.• Children communicate their knowledge through –<ul style="list-style-type: none">- Discussion- Drawing pictures- Drama and role play- Making models- Writing- Using ICT / computing	
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Year	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
2	Clear knowledge and understanding of key vocabulary to sequence events and / or artefacts with increasing accuracy.	Specific teaching sequence for history using Rosenshine's principles in action: - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions	Same as EYFS & Year 1, plus: Impact Research Evidence Experts Significant Recent Lifetime Different Similar Opinion	Chronological Understanding	<ul style="list-style-type: none"> Children order and sequence events and objects. Children recognise that their own lives are similar and/or different from the lives of people in the past. Children use common words and phrases concerned with the passing of time correctly. 	Children support each other when sequencing events, helping each other to share knowledge and skills
	Clear knowledge and understanding of key vocabulary to recognise and express similarities and differences.	- Introduction of new learning and asking questions: introduction of new knowledge/historical skill.		Knowledge and understanding of events in the past	<ul style="list-style-type: none"> Children recognise why people did things, why events happened and what happened as a result. Children identify similarities and differences between ways of life at different times. 	Children use key historical vocabulary to support comparison.
	Know about and understand some key events and people from the past and compare to their own lives.	- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary		Historical Interpretation	<ul style="list-style-type: none"> Children compare two versions of a past event. Children compare pictures or photographs of people or events in the past. Children discuss the reliability of photographs, accounts and stories from the past. Children recognise some basic reasons why people in the past acted as they did. 	Children give reasons why things happened and what happened as a result.
	Know about and understand some key historical events that are significant nationally or globally.	- Independent practise: children further develop the new skill		Historical Enquiry and Using Sources	<ul style="list-style-type: none"> Children use a source - observe or handle sources to answer questions about the past based on simple observations. Children ask and answer questions about the past through observing and handling a range of sources. Children consider why things may change over time. Children choose parts of stories and other sources to show what they know about the past, significant people and events. 	Children use historical knowledge and vocabulary to answer questions. Children present their findings about history in a number of different ways.
					Children can ask questions that help them find out about the past and interpret the answers. Children can use a wide range of different sources to find out about the past.	

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	<p>Know that findings can be presented in different ways to demonstrate knowledge and understanding.</p> <p>Use key historical vocabulary to explain why things happened and what took place as a result.</p> <p>Use historical vocabulary to retell parts of stories from the past.</p> <p>Use questions to establish facts and opinion about events in the past.</p> <p>Learn that findings can be presented in different ways to demonstrate knowledge and understanding.</p>	<p>-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary</p>		<p>Organisation and Communication</p>	<ul style="list-style-type: none"> • Children talk about what/who was significant in simple historical accounts. • Children demonstrate simple historical concepts and events through role play, drawing, and writing. • Children use a variety of historical terms and concepts. • Children communicate their knowledge through: <ul style="list-style-type: none"> - Discussion - Drawing pictures - Drama/roleplay - Making models - Writing - Using ICT / computing 	<p>Children can use key words when talking about history</p>
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	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
<p>Year 3</p>	<p>Describe events and periods using the words BC (Before Christ), AD (Anno Domini) and decade.</p> <p>Describe events from the past using dates when things happened and place on a timeline.</p> <p>Show an understanding of the concept of change over time in the period being taught.</p> <p>Describe main events, situations and changes within and across different periods/societies</p>	<p>Specific teaching sequence for history using Rosenshine's principles in action:</p> <p>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</p> <p>- Introduction of new learning and asking questions: introduction of new knowledge/historical skill.</p> <p>- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary</p>	<p>Same as EYFS and KS1 plus:</p> <p>Era Period BCE (Before Common Era) CE (Common Era) BC (Before Christ) AD (Anno Domini) Archaeologist Archaeology Museum Pre-history Bias Excavate Reliable Evidence Effects Significance Monarchy</p>	<p>Chronological Understanding</p>	<ul style="list-style-type: none"> • Children understand where the time studied fits on a timeline. • Children demonstrate awareness that the past can be divided into different periods of time. • Children use some dates and historical terms when ordering events and objects. • Children sequence several events of artefacts. • Children explore trends and changes over time. 	
				<p>Knowledge and understanding of events in the past</p>	<ul style="list-style-type: none"> • Children compare periods studied with our life today. • Children identify reasons for, and the results of, people's actions. • Children understand why people may have wanted to / decided to do something. 	
				<p>Historical Interpretation</p>	<ul style="list-style-type: none"> • Children identify and give reasons for the different ways in which the past is represented. • Children distinguish between different sources – compare different versions of the same story. • Children look at different representations of the same period. • Children recognise that our knowledge of the past is constructed from different sources of evidence. • Children recognise that different versions of past events may exist. • Children describe some of the ways that the past can be represented. 	

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<p>Describe different ways in which the past is represented.</p> <p>Picture what life would have been like for the early settlers.</p> <p>Explain why certain events happened/ people acted as they did in history.</p> <p>Beginning to understand that Britain has been invaded a number of times.</p> <p>Use complex sources of primary and secondary information and use the internet for research.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p>	<p>- Independent practise: children further develop the new skill</p> <p>-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary</p>		<p>Historical Enquiry and Using Sources</p>	<ul style="list-style-type: none"> • Children use a range of sources to find out a period. • Children observe small details – artefacts, pictures, documents etc. • Children select and record information relevant to study. • Children use books and the internet to support research. • Children use a range of sources to answer historically valid questions. 	
			<p>Organisation and Communication</p>	<ul style="list-style-type: none"> • Children discuss some historical events, issues, connections and changes. • Children select and organise historical information to present in a range of ways. • Children use relevant historical terms and vocabulary linked to chronology. • Children communicate their knowledge through: <ul style="list-style-type: none"> - Discussion - Drawing pictures - Drama/roleplay - Making models - Writing - Using ICT / computing 	

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Use a variety of sources to piece together information about a period in history and answer questions

Use 'information finding' skills in writing to help them write about historical information