

Damers First school - History progression of knowledge

	Foundation	Year 1	Year 2	Year 3	Year 4
	My Family	<p>-Changes in living memory - music, food, toys (Aut2)</p> <p>-Grace Darling- Lifeboats (Spr 1)</p> <p>- Natural Historians [new] (Sum 2)</p>	<p>Victorians, Florence Nightingale: (Aut2) lady of the lamp, Queen Victoria, Crimean war, nurse, wounded.</p> <p>Polar Explorers: (Spr 1) Antarctica, Arctic, polar, explorer, south pole</p> <p>Samuel Pepys Great Fire of London: (Sum 2) Pudding Lane, architecture, crowding</p>	<p>Stone Age to Iron Age: (Aut 1&2) hunter gatherer, Palaeolithic, stone age, bronze age, Mesolithic, Neolithic, Skara brae, druids</p> <p>Romans: (Spr 2) Caesar, centurion, empire, aqueduct, bath house, mosaic, legion, peninsula, Gods and Goddesses</p>	<p>Timeline and Recap Romans: (Aut 1)</p> <p>Anglo-Saxons: (Aut 1) Sutton Hoo, runes, Mercia, East Anglia, lyre, Offa's Dyke, Bayeux Tapestry, Seven Kingdoms, peasantry</p> <p>Vikings: (Aut 2) Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes.</p>
KEY CONCEPTS AND VOCABULARY	Old, new, story, photograph, yesterday, tomorrow, week, this morning, remember Memory, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend.	Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, old, new, important person / time, now, then, calendar.	Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory, Achievements.	Decade, century, period, before Christ (BC), during, artefact, sources, artefacts, historic buildings, rich, poor, compare, contrast, significant individual, civilisation, chronological, archaeologist, palaeontologists, contribution.	Invasion, settlement, influence, primary source, secondary source, Anno Domini (AD), empire, conquest, diversity, explorer, rebellion,
CHRONOLOGICAL UNDERSTANDING	Begin to describe a sequence of events, real or fictional, using words such as 'first, then...'	<p>Show some awareness of the distinction between present and past in their own and other people's lives.</p> <p>Sequence artefacts from distinctly different periods of time.</p> <p>Sequence basic events in their own lives. Use everyday terms about the passing of time.</p>	<p>Use information about the past to describe the differences between then and now.</p> <p>Use basic key information to describe the past (e.g. simple dates).</p> <p>Describe memories of key events in their life. Use a time line to place events using language to describe basic chronological order.</p>	<p>Understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>Use dates and terms related to the study unit and passing of time. Use a time line to place key events / dates studied in approximately the right place.</p>	<p>Use terms related to the period and begin to date events including use of BC / AD.</p> <p>Begin to use centuries to describe the past.</p> <p>Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.</p>
Assessment of chronological understanding.	Early Learning Goal- Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Can sequence basic personal events on a timeline.	Can place events of self and family (parents, grandparents) showing an awareness of chronological order (grandparents being born before parents).	Can label a timeline with BC, 0 and AD. Can place key events of period studied on a timeline.	Can use BC and AD to organise key events. Can add to a timeline knowing whether a period of history came before or after one studied previously.
EXS		Why do we remember these dates in particular?	How do you think things will change in the future?	Why is there no human history before the Stone Age?	Did the civilisations know about each other? How do you know?
GD					

HISTORICAL KNOWLEDGE AND UNDERSTANDING	Compare and contrast characters from stories including figures from the past.	Find out some facts about people long ago. Find some facts about events that happened long ago. Say why people may have acted as they did. Recognise the difference between past and present in their own and others' lives.	Use information to describe the past. Use information about the past to describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.	Uses evidence to find out about change during a time period. Describes similarities and differences between people, events and objects.	understanding by describing features of past societies and periods. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.
Assessment of knowledge and understanding. EXS	ELG Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling;	Can remember and give key facts about areas studied (Guy Fawkes) Can sort differences between own present and the past of others.	Can give the main events of an important period studied.	Can identify the settlements, rules and culture of a period studied.	Can identify the invasion, settlements, rules and culture of a period studied. To say how it changed Britain.
GD		Can say why we still talk about the areas covered today.	GFoL: What changes were made due to the Great Fire of London? MC: What difference did Marie Curie make to the world?	SA – IA: How did their civilisations improve with the changes they made? R: How did the Romans impact the future?	AS: What is the significance of the Anglo-Saxon legacy? V: Who had the most impact on Britain the Vikings or the Anglo Saxons?
HISTORICAL INTERPRETATION	Comment on images of familiar situations in the past.	Begin to identify and recount some details from the past from sources (such as pictures, stories).	Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet. Compare adults talking about the past – how reliable are their Memories?	Look at and compare two versions of the same event in history and identify differences in the accounts.	Give reasons why there may be different accounts in history. Recognise primary and secondary sources.
Historical interpretation assessment EXS	ELG Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	To match some basic sources to a past event studied.	To be able to say what a document tells us about a past event. To begin to say how some stories can change depending on who is telling them.	Can give three ways that two sources about the same event are different.	Can sort sources into primary and secondary.
GD		Why have you linked the sources to this event? What tells you it is?		Why do you think it is important to have more than one source? Can you use your knowledge of differences found to help?	Primary sources are more important than secondary sources. True or false? Justify your response.

HISTORICAL ENQUIRY	Begin to make sense of their own life-story and family's history.	Find answers to simple questions about the past from sources of information.	Answer questions about the past by making simple observations from historical sources. Asks and answers simple questions such as: 'what was it like for...?'	With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Ask questions such as, "How did people...?' 'What did people do for....?'" Begin to suggest sources of evidence to help answer questions.	Begin to select and combine information from different sources. Begin to use a range of sources to collect evidence about the past. Ask questions such as 'what was it like for.....during....?'
Historical enquiry Assessment EXS	ELG Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences. Speaking - Make comments about what they have heard and ask questions to clarify their understanding.	Can answer basic retrieval questions about a history topic covered (who, what, when).	Can answer retrieval questions about a history topic covered and begin to link to a historical source. Begin to generate own questions (why, how, what) about an era or event studied.	Create own questions they would like to find out about an era or event studied.	Can give explanations to a question that is asked using evidence to support.
GD		Which questions help us find out the most about an event / era we have studied?	Are there any questions you can ask that are more important than others?	Why might the questions you ask be good questions?	Can you answer a question that you have asked?