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| school logoschool logoSt Andrew’s Methodist Primary School |
| This progression document outlines the specific knowledge and skills pupils are expected to learn in each stage |
| **Skills are progressive and built upon across the key stages**EYFS & KS1-Sequence – Describe - Match – Recognise – Identify- Recount – Distinguish – Compare – Find – Communicate- Discuss LKS2 - Place – Use dates- Sequence – Find – Compare – Understand- use evidence – look for links- Identify- distinguish-look at representations-explain – evaluate – choose – questions – research - use-observe-select- researchUKS2 - make comparisons – place- recognise - study- examine-compare-identify-recognise- explain-illustrate-reason- - link- recognise-select – research- give a fluent account- conclude |
| **Nursery** | **Reception** |
| To know about family structures and be able to talk about who is part of their family.To know that some celebrations are specific to some culturesTalk about ‘traditional’ and bake a range of things. To talk about the Royal Family and queens, princes and princessTo show an awareness of the emergency services and how they can help us.  | To talk about how they have changed since they were a baby. To talk about a special event in their life. To know that adults do a variety of jobs.To be able to talk about the different jobs that adults do and how they can help usEarly learning goalsTalk 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 |
| **KS1** |
| ♣changes within living memory. ♣ events beyond living memory that are significant nationally or globally  | ♣ the lives of significant individuals in the past who have contributed to national and international achievements. ♣ significant historical events, people and places in their own locality. |
| **KS2** |
| ♣changes in Britain from the Stone Age to the Iron Age ♣the Roman Empire and its impact on Britain ♣Britain’s settlement by Anglo-Saxons and Scots ♣the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  | ♣a local history study ♣a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ♣ the achievements of the earliest civilizations ♣Ancient Greece ♣a non-European society that provides contrasts with British history |
| **Chronological Knowledge and Understanding including characteristic features of periods** |
| **At EYFS:*** Use everyday language related to time
* Order and sequence familiar events
* Organise events using basic chronology recognising that things happened before they were born
* Describe main story settings, events and main characters.
* Talk about past and present events in their own lives and in lives of family members.
 | **At Key Stage one:*** Develop an awareness of

the past * Use common words and

phrases relating to the passing of time * Know where all people/events studied fit
* Identify similarities / differences between periods
 | **At Keys stage two:*** Continue to develop a secure knowledge of history
* Establish clear narratives within and

across periods studied * Note connections,

contrasts and trends over time  |
| **Historical Terms eg empire, trade, invasion** |
| **At EYFS:*** Extend vocabulary especially by grouping and naming, exploring meaning and sounds of new words.
 | **At Key Stage One:*** Use a wide vocabulary of every day historical terms
 | **At Key Stage Two:*** Develop the appropriate use of historical terms
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| **Interpretation of History** |
| * Comment on pictures, stories, artefacts and accounts from the past explaining similiarities and differences
 | **At Key Stage One:*** Identify different ways which the past is represented
 | **At Key Stage Two*** Understand that different versions of the past may exist, giving some reasons for this
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| **Historical Enquiry – Using evidence / Communicating Ideas** |
| **At EYFS*** Be curious about people

and show interest in stories * Answer ‘how’ and ‘why’

questions … in response to stories or events from the past. * Explain own knowledge and understanding, and asks appropriate questions.
* Re-tell their own life-story and family’s history
* Know that information can be retrieved from books and computers
* Record, using marks they can interpret and explain
 | **At Key Stage One*** Ask and answer questions
* Understand some ways we find out about the past
* Choose and use parts of stories and other sources to show understanding
 | **At Key Stage Two*** Regularly address and sometimes devise historically valid

questions * Understand how knowledge of the past is constructed from a range of sources
* Construct informed responses by …Selecting and organising relevant historical information
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| **Continuity and Change in and between periods** |
| **At EYFS*** Look closely at similarities, differences, patterns and change
* Develop understanding of growth and changes over time
 |  **Key Stage One*** Identify similarities / differences between ways of life at different times
 | D **Key Stage Two** * Describe / make links between main events situations and changes within and across different periods/societies
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| **Cause and Consequence** |
| **At EYFS*** Question why things happen and give explanations
 |  **Key Stage One*** Recognise why people did things, why events happened and what happened as a

result  | **Key Stage Two*** Identify and give reasons for, results of, historical events, situations, changes
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| **Similarity/Difference within a period/situation** |
| **At EYFS*** Know about similarities and differences between themselves and others, and among families, communities and traditions
 | **Key Stage One** * Make simple observations

about different types of people, events, beliefs within a society  | **Key Stage Two*** Describe social,

cultural, religious and ethnic diversity in Britain & the wider world  |
| **Significance of events/people** |
| **At EYFS*** Compare and contrast characters and stories including figures from the past
 | **Key Stage One*** Talk about who was

 important in the past | **Key Stage Two** * Identify historically significant people and events in situations
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| **Historical Vocabulary** |
| **At EYFS:** | **At Key Stage One:** | **At Lower Key Stage Two:** |
| differencescommunitiestraditionspastpresent similarities | chronological orderliving memoryremembersmemoriesopinionfactcentury | source interpretenquire/enquiryimpactresearchevidence expertssignificantrecentlifetime | BCE (Before Common Era)ACE (After Common Era)BC (Before Christ)CE (Common Era)era/period | AD (Anno Domini)archaeology pre-historybiasedimpactconsequencescontinuity |

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| **Topic specific vocabulary** |

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| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | Electronic Handmade Past Present Materials *Local Artist**Royal* *Charity**British Values**Industrial* *Well known**Princess*InventorInventionPilotFlightAeroplaneTransportAviation  | BakeryDiaryFlammableeye-witnessfire-hookastronautfamoustimelinespace flightorbitpilothistoricalcanaltransportwaterways Bridgewater industrial | EmperorEmpireLegionInvadeConquerSettlersGladiatorArchitecturePeasantTheatreColiseumArchaeologistPharaohTombPyramidHieroglyphicsSarcophagusMummyPapyrusAmulet | IslandAncientEmpireLegacyRulerDemocracyAmphitheatreArchitecturePhilosopherVocabularyPoor LawIndustrial RevolutionPeasantrySteam EngineInventionMachineryMillsCoal MiningBridgewater CanalPopulationMonarchOrphanWorkhouseReign | ShireShire reevesWessexEssexSussexNorthumbriaEast AngliaKentKingdomsEmpireOrdeal *Allies* *Concentration Camp**Victory**Evacuation**Nationalism**D-Day**Advance**Military ( RAF, Army, Navy)* GlyphsChichen ItznaCacaoKinTempleNacomTzolk’n | CatholicProtestantExecutionerAnnulTreason CourtiersHeirGallowsBanquetHeresymonasteriesJoustingTyrantCharismatic Monarchy***Palaeolithic*** ***Mesolithic******Neolithic******Homo Sapien******Flint******Ancestors******Ceremonies******Excavations******Geology******Homo habilis******Homo neanaderthalus******Prehistory******Transformation******Anvil******Primitive tools******MORE TO ADD*** |