



## Blackheath Primary Academy

### History INTENT

The progression grid outlines the specific knowledge and skills which defines what our pupils are expected to be able to know and do in history by the end of each phase.

#### Historical Enquiry (Compare and Contrast)

<b>At EYFS:</b> <ul style="list-style-type: none"><li>Children know about similarities and differences between themselves, others, and families, and communities and traditions.</li></ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"><li>Identify different ways in which the past is represented</li><li>Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</li><li>Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</li></ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"><li>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 as evidence about the past.</li><li>Ask questions and find answers about the past.</li></ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"><li>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.</li><li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li><li>Investigate own lines of enquiry by posing questions to answer.</li></ul>
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#### Chronological Understanding (Changes over time, Chronology)

<b>At EYFS:</b> <ul style="list-style-type: none"><li>Children talk about past and present events in their own lives and family members.</li><li>Understand the passage of time and how things change.</li><li>Can use the correct language such as ‘yesterday’ and ‘past’ and look at the differences between ‘long ago’ and ‘now’.</li></ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"><li>Understand the difference between things that happened in the past and the present.</li><li>Describe things that happened to themselves and other people in the past.</li><li>Order a set of events or objects into a chronological framework.</li><li>Use a timeline to place important events.</li><li>Identify similarities / differences between two periods.</li><li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.</li></ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"><li>Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>Use a timeline to place historical events in chronological order.</li><li>Describe dates of and order significant events from the period studied.</li></ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"><li>Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>Order significant events, movements and dates on a timeline.</li><li>Describe the main changes in a period in history.</li><li>Articulate a chronological narrative across historical periods studied.</li><li>Understand and debate cause and consequence.</li><li>Establish clear narratives within and across periods studied.</li></ul>
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#### Organisation and Communication (Report and Conclude, Communication)

<b>At EYFS:</b> <ul style="list-style-type: none"><li>Children talk about past and present events in their own lives and family members.</li></ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"><li>Sort events or objects into groups (i.e. then and now.)</li><li>Use timelines to order events or objects.</li><li>Tell stories about the past.</li><li>Choose and use parts of stories and other sources to show knowledge and understanding of key features of the people / events studied.</li><li>Talk, write and draw about things from the past..</li><li>Use common words and phrases relating to the passing of time and use a wide vocabulary of everyday historical terms.</li></ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"><li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li><li>Support own viewpoints with evidence.</li><li>Develop the use of appropriate historical terms</li></ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"><li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li><li>Plan and present a self-directed project or research about the studied period.</li><li>Be able to deduce how and why different historical viewpoints have been constructed.</li><li>Communicate connections, contrasts and trends over time.</li><li>Use historical terms accurately, and make pertinent and valid comparisons between periods.</li></ul>
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#### Historical Interpretation (Artefacts)

<b>At EYFS:</b> <ul style="list-style-type: none"><li>Look at their own families and immediate surroundings.</li><li>Ask questions about artefacts, beginning to make suggestions about what they might be used for.</li><li>Make accurate comparisons between modern and old objects.</li></ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"><li>Look at books, videos, photographs, pictures and artefacts to find out about the past..</li><li>Begin to analyse artefacts, ask questions about them and consider how they might find out the answers.</li></ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"><li>Explore the idea that there are different accounts of history.</li><li>Understand what makes a historical source reliable</li></ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"><li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li><li>Identify anachronism, be aware of different views about the people / events studied and be able to give some reasons why different versions of the past exist.</li></ul>
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Knowledge and Understanding of events, people and changes in the past (Everyday Life, Hierarchy and Power, Civilisations, Significant Events, Significant People)			
<b>At EYFS:</b> <ul style="list-style-type: none"> <li>Children know that other children don't always enjoy the same things and are sensitive to this.</li> </ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> </ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> </ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Describe how historical events studied affect/influence life today.</li> <li>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> <li>Analyse, explain reasons and results across historical periods.</li> <li>Explain and evidence hierachy and power in different historical periods showing detail;ed awareness of leadership styles</li> </ul>
History in Context (British History, Wider World, Local History)			
<b>At EYFS:</b> <ul style="list-style-type: none"> <li>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"> <li>Describes significant features, events and people from Local, British and history from the Wider World.</li> <li>Say which people and events were historically important in the local community</li> </ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"> <li>Use evidence to xplain how events and people in British History have changed or influenced how people live today.</li> <li>Explain how National and International events have impacted on change in a locality</li> </ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"> <li>Use evidence to describe the significance of a historical person, event, discovery or invention and the impact on British and World History.</li> <li>Describe evidence and impact of historical invasion, settlements and people in the local area</li> <li>Explan and evidence British Monarchy, leadership and influence.</li> <li>Deevelop a chronologically secure knowledge and understanding of british, local and world ihistory</li> </ul>

Overarching Historical Vocabulary

<b>At EYFS:</b> same different community traditions past present	<b>At Key Stage One:</b> century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime	<b>At Lower Key Stage Two:</b> era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity	<b>At Upper Key Stage Two:</b> primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade
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