

"At St Michael's, we believe that high-quality history lessons inspire children to want to know more about the past, how it has shaped our future and to think and act as historians."

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
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| Knowledge | <p>I know about similarities & differences between myself & others, & among families, communities & traditions.</p> <p>I know and understand places and people change over time.</p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> | <p>I know about many of the changes that have happened since I was born.</p> <p>I know examples of things that were different when my grandparents were children.</p> <p>I know about someone famous who was born or lived near our town.</p> <p>I know why there is a monument to a famous person or event in the town centre.</p> | <p>I know how some people have helped us to have better lives.</p> <p>I know about the life of someone famous from Britain who lived in the past.</p> <p>I know about what they did to make the world a better place.</p> <p>I know about how things were different when my grandparents were children.</p> <p>I know what certain objects from the past might have been used for.</p> | <p>I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>I know how our locality today has been shaped by what happened in the past.</p> <p>I know how people and events in the past have influenced life today.</p> <p>I know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>I know key changes over a period of time and am able to give reasons for those changes.</p> | <p>I know how to create a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I know how to summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>I know about the impact that one of these periods of history had on the world.</p> <p>I describe events from the past using dates when things happened.</p> <p>I know how the lives of wealthy people were different from the lives of poorer people.</p> |

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| Skills | <p>I can speak in the past tense.</p> <p>I can notice differences.</p> <p>I can talk about the lives of the people around them and their roles in society.</p> | <p>I can ask and answer questions about old and new objects.</p> <p>I can use words and phrases like: before, after, past, present, then and now, old, new and a long time ago.</p> <p>I can spot old and new things in a picture.</p> <p>I can look at pictures, photographs and artefacts to find out more about the past.</p> <p>I can identify a monument in my local area and discuss why it is significant.</p> | <p>I can research into the life of a famous person.</p> <p>I can use books and the internet to find out more information about the past.</p> <p>I can find out things about the past by talking to an older person.</p> | <p>I can research to find answers to specific historical questions about our locality.</p> <p>I can use a range of resources to research what it was like for children in a given period of history and present my findings to an audience.</p> <p>I can devise my own questions to find answers about the past.</p> <p>I can find out about the life of a significant person in history.</p> <p>I can use the appropriate vocabulary when discussing a historical event or person.</p> | <p>I can look at more than two versions of the same event or story in history and identify differences.</p> <p>I can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>I can gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>I can find out about the life of a significant person in history and discuss the impact it has had on life today.</p> |
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| Progression in History | Early Years | Key Stage 1 | Key Stage 2 |
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| Chronological knowledge/ understanding (including characteristic features of periods) | <ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members. | <ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods | <ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time |
| Historical Concepts and Vocabulary | <ul style="list-style-type: none"> □ Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. | <ul style="list-style-type: none"> □ Use a wide vocabulary of everyday historical terms | <ul style="list-style-type: none"> □ Develop the appropriate use of historical terms |
| Historical enquiry Using evidence/communicating ideas | <ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 |
| Interpretations of history | | <ul style="list-style-type: none"> □ Identify different ways in which the past is represented | <ul style="list-style-type: none"> □ Understand that different versions of the past may exist, giving some reasons for this |

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| Continuity and change in and between periods | <ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time | □ Identify similarities / differences between ways of life at different times | □ Describe / make links between main events, situations and changes within and across different periods/societies |
| Cause and consequence | □ Question why things happen and give explanations | □ Recognise why people did things, why events happened and what happened as a result | □ Identify and give reasons for, results of, historical events, situations, changes |
| Similarity / Difference within a period/situation (diversity) | □ Know about similarities and differences between themselves and others, and among families, communities and traditions | □ Make simple observations about different types of people, events, beliefs within a society | □ Describe social, cultural, religious and ethnic diversity in Britain & the wider world |
| Significance of events / people | □ Recognise and describe special times or events for family or friends | □ Talk about who was important e.g. in a simple historical account | □ Identify historically significant people and events in situations |

Useful Discussion Sentence Starters

| Opening Statement with evidence | Building/Agreeing | Challenging | Summarising |
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| I know this because... the evidence suggests... In my view... the evidence shows that... | I agree with ... because... I agree but would like to add... I would like to build on X's point because... | I respect your opinion but... I understand your view, however... The evidence would suggest otherwise because... | In conclusion... On balance... As a result of the evidence... To summarise the evidence... |
| My opinion is... I believe/ think that... I think that... I can show/ prove that... | I would argue the same because... In addition to..., the evidence supports Furthermore, | My own view is different because... I disagree with X because... The evidence challenges ... The evidence contradicts... | Overall, the evidence suggests... In summary, the evidence shows... |