



Stanford Junior and Infant School History Curriculum Progression Overview

Progression in history involves developing **historical perspective** through ...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts (see section 5 below *)
- greater independence in applying all these qualities



(NB All text in italics is non-statutory, including everything in the Early Years column, drawn from non-statutory guidance. Colour coding relates to aspects of the aims as shown on the next page.)

Work likely in ... Early Years → work likely at KS1 to → work likely at KS2 to → work likely at KS3

1. Chronological knowledge / understanding <i>(including characteristic features of periods)</i>	<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 	<ul style="list-style-type: none"> • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms eg empire, peasant	<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 	<ul style="list-style-type: none"> • Use historical terms and concepts in increasingly sophisticated ways
3. 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 (of concepts in part 5 below) 	<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 	<ul style="list-style-type: none"> • Pursue historically valid enquiries * including some they have framed • Understand how different types of sources are used rigorously to make historical claims • Create relevant, structured and evidentially supported accounts
4. 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 	<ul style="list-style-type: none"> • Discern how and why contrasting arguments and interpretations of the past have been constructed
* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. 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 	<ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods
5b. Cause and consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> • Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> • Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations 	<ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present.