

History Progression at Emerson Valley School

National Curriculum

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

	Year 3	Year 4	Year 5	Year 6
Local History Knowledge	<ul style="list-style-type: none"> • I can place the time studies on a time line. • I can identify and give reasons for different ways in which the past is represented. 	<ul style="list-style-type: none"> • I know how our locality today has been shaped by what happened in the past. • I know how historic items and artefacts have been used to help build up a picture of life in the past. • I research to find answers to specific historical questions about our locality. • 	<ul style="list-style-type: none"> • I describe events from the past using dates when things happened. • I know how an event or events from the past has shaped our life today. • I know how crime and punishment has changed over a period of time. • I know how the lives of wealthy people were different from the lives of poorer people. 	<ul style="list-style-type: none"> • I know how to place features of historical events and people from the past societies and periods in a chronological framework. • I know about the main events from a period of history, explaining the order of events and what happened. •
National History	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I summarise how Britain may have learnt from other countries and civilizations (historically and more recently). 	<ul style="list-style-type: none"> • I know how Britain has had a major influence on the world. 	<ul style="list-style-type: none"> •
World History Knowledge	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I know about the impact that one of these periods of history had on the world. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I know that many of the early civilizations gave much to the world.
Skills	<ul style="list-style-type: none"> • I can find out about everyday lives of people in times studied and compare to our lives today. • I can use a range of sources to find out about a period. • I can communicate knowledge and understanding in a variety of ways. 	<ul style="list-style-type: none"> • I research what it was like for children in a given period of history and present my findings to an audience. 	<ul style="list-style-type: none"> • I draw a timeline with different historical periods showing key historical events or lives of significant people 	<ul style="list-style-type: none"> • I research in order to find similarities and differences between two or more periods of history.