



# Alverton Curriculum Progression in History

	<b>EYFS Links</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Constructing the past.</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Know where people and events fit within a chronological framework.</p> <p>Study historical periods, some of which they will study more fully later.</p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand overview and depth.</p>	<p>Establish clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
<b>Sequencing the past (chronology).</b>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past using common words and phrases relating to the passing of time.</p>	<p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past using common words and phrases relating to the passing of time.</p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>



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<b>Change and development.</b>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p>	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p>
<b>Cause and effect</b>	<p>Remembering events, losses in our past (lost toys, old friends).</p>	<p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p>	<p>Address and devise historically valid questions about cause.</p>	<p>Address and devise historically valid questions about cause.</p>
<b>Significance and Interpretations.</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>Address and devise historically valid questions about significance.</p>	<p>Address and devise historically valid questions about significance.</p>



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	Compare and contrast characters from stories, including figures from the past.		Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources
<b>Planning and carrying out a historical enquiry.</b>	Use photographs to talk about their family's past know that photographs tell stories about our past.	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Construct informed responses that involve thoughtful selection and organisation.  Develop appropriate use of historical terms.
<b>Using sources as evidence.</b>	Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.