



Chelmondiston C of E Primary School  
**Big Ideas Progression in History**

**Subject Intent:** Our History curriculum is designed to develop knowledge and understanding of chronology and of significant local, national and global events. The curriculum enables children to develop an understanding of the lives and experiences of different people in the context of broader historical narratives. It enables them to think critically about the challenges facing peoples of the world during different periods of history, appraising decisions made and considering how we can learn from history's mistakes.

**Big Idea: Chronology**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence known events in the order in which they happened.</li> <li>• Use common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use an increasing range of words and phrases relating to the passing of time.</li> <li>• I can describe memories of key events in his/her life using historical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place some historical periods in a chronological framework.</li> <li>• I can use historic terms in relation to the period of study.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use dates to order and place events on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across the periods studied.</li> <li>• I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>

**Big Idea: Innovation**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and</li> </ul>	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from simple sources.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer questions, choosing and using parts of</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss the lives of significant people in the past who have</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what I have learned in an organised and structured way,</li> </ul>	<ul style="list-style-type: none"> <li>• I can use evidence to support arguments t understand the</li> </ul>

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	now, drawing on their experiences and what has been read in class. (ELG)	<ul style="list-style-type: none"> <li>Describe some simple similarities and differences between man-made objects.</li> </ul>	stories and other sources to show that I know and understand key features of events.		contributed to national and international achievements and use some to compare aspects of life in different periods	using appropriate terminology	impact of inventions
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**Big Idea: Significance and Legacy**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>Understand key features of events</li> </ul> <p>Identify some similarities between ways of life in different periods</p>	<ul style="list-style-type: none"> <li>I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can understand that sources can contradict each other</li> <li>I can explain what I have learned in an organised and structured way, using appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what I have learned in an organised and structured way, using appropriate terminology</li> <li>I can provide an account of a historical event based on more than one source</li> </ul>	<ul style="list-style-type: none"> <li>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> </ul>