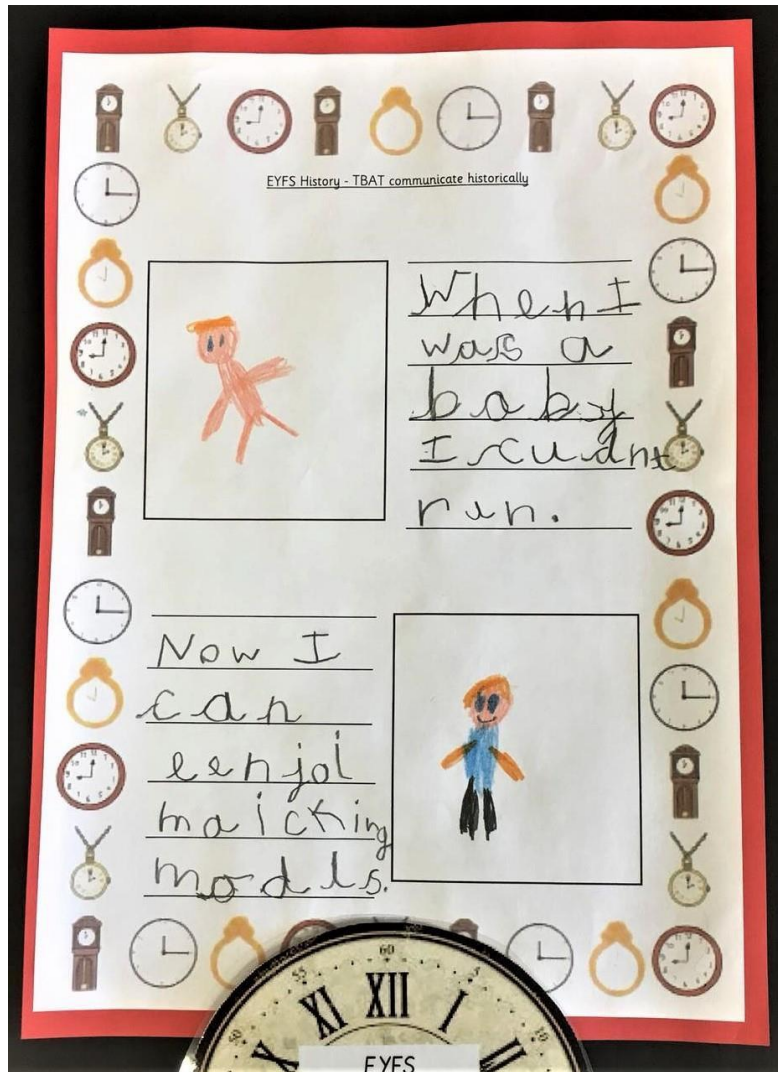




# History

## Curriculum Progression Strand – to communicate historically



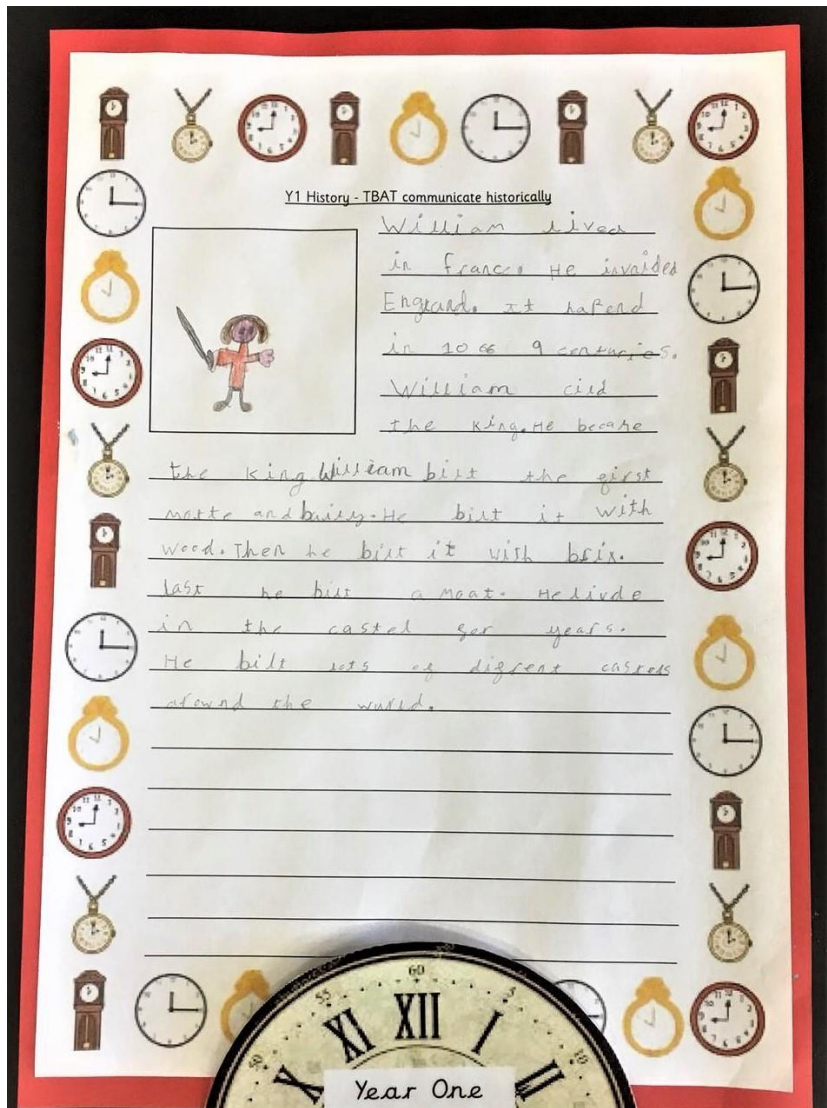


### **Foundation stage:**

*Children can write about themselves in the past and can show an understanding of the concept of past and present in relation to their life.*

### **Key Vocabulary**

*a long time ago, when I was*

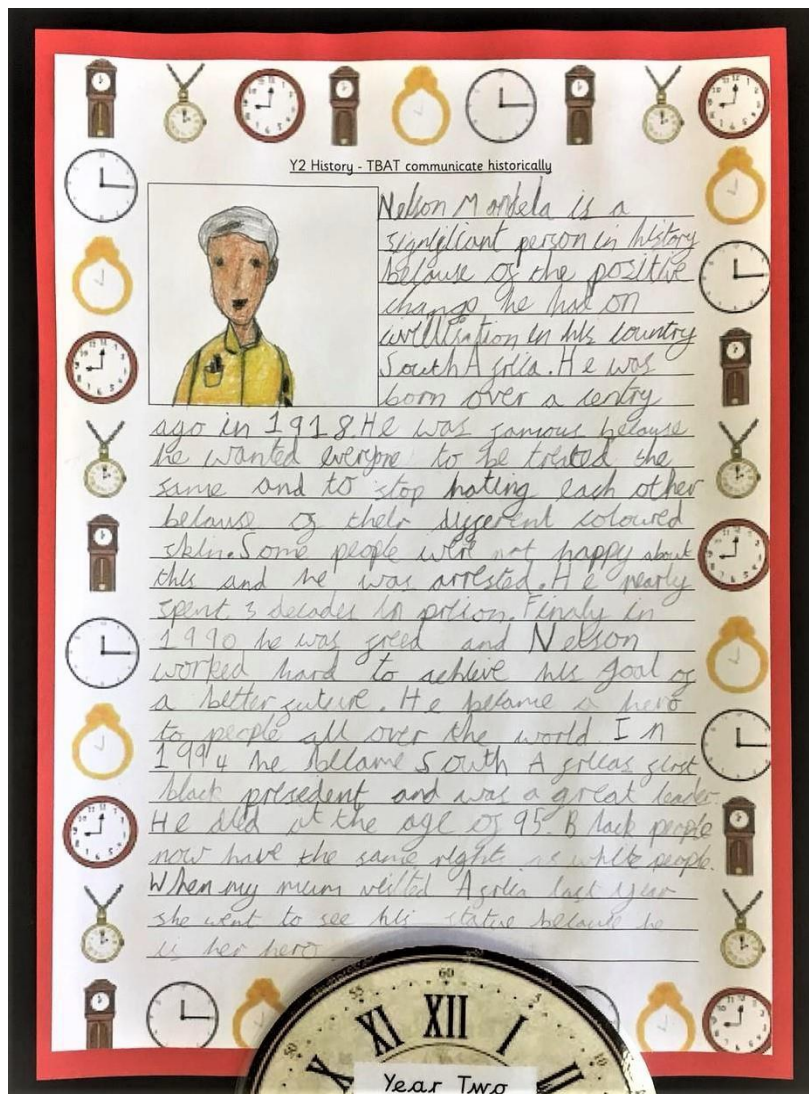


## Year 1:

Children look at the lives of significant individuals in the past. They can show an understanding of the concept of passing of time over centuries.

## Key Vocabulary

centuries, years

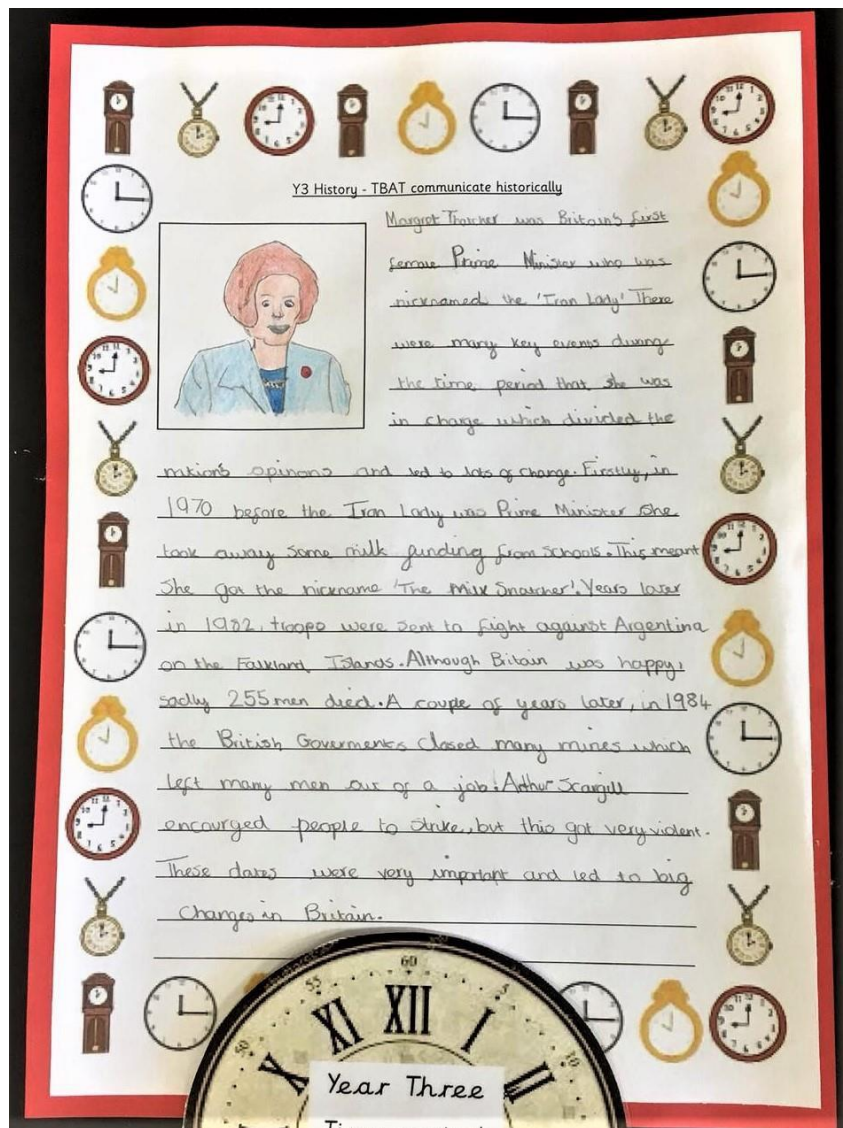


## Year 2:

Children explore the lives of significant individuals in the past showing an understanding of the concept of passing of time over decades and the impact it has had on civilisation.

Key Vocabulary  
decades, civilisation

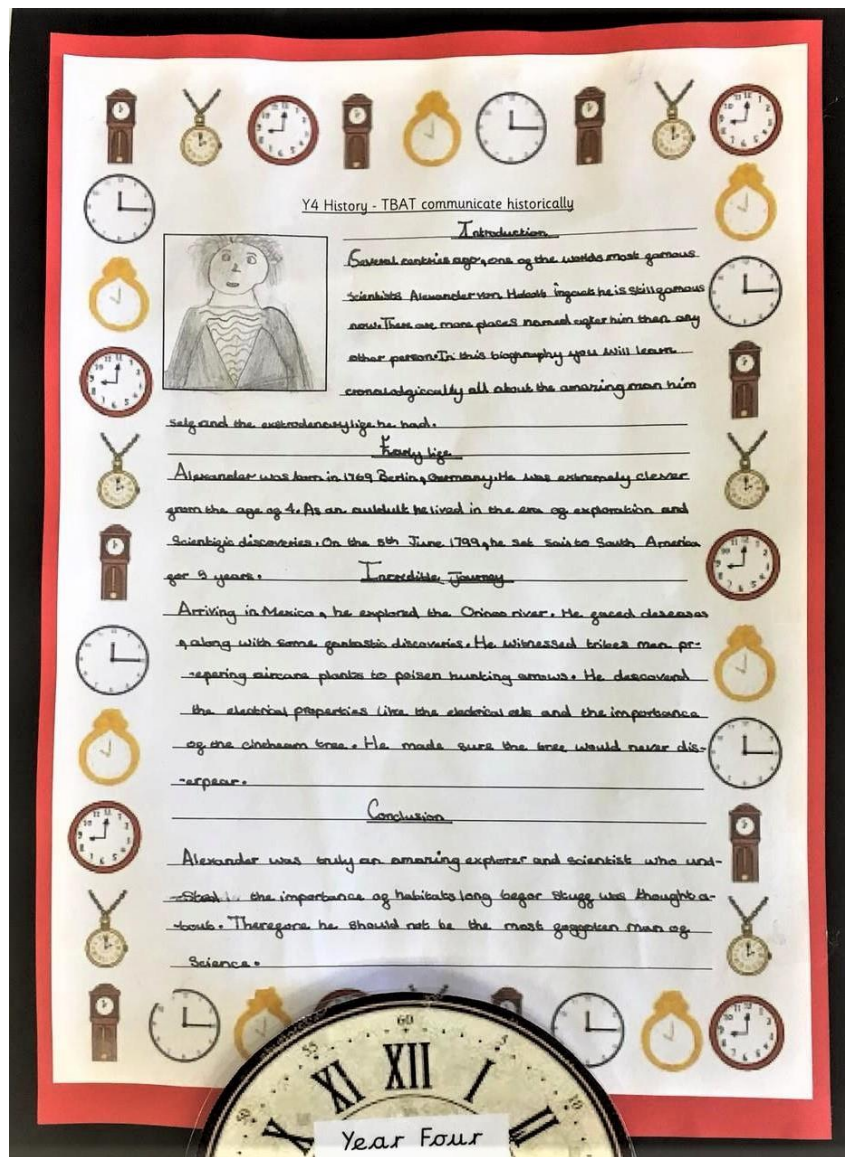




## Year 3:

*Children examine the lives of significant individuals showing an understanding of the concept of important change in history.*

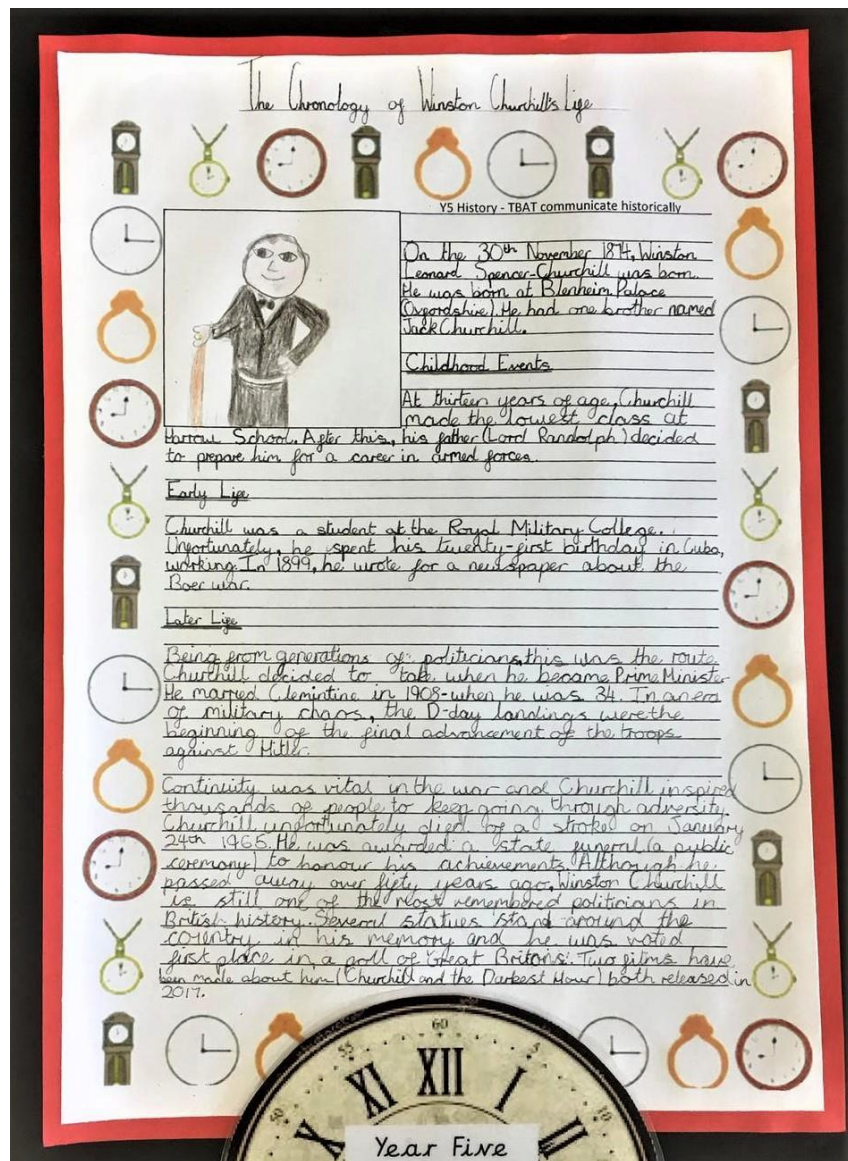
**Key Vocabulary**  
time period, change



## Year 4:

*Children study the lives of significant individuals and show an increasing understanding of the chronology of the time periods.*

Key Vocabulary  
*era, chronology*



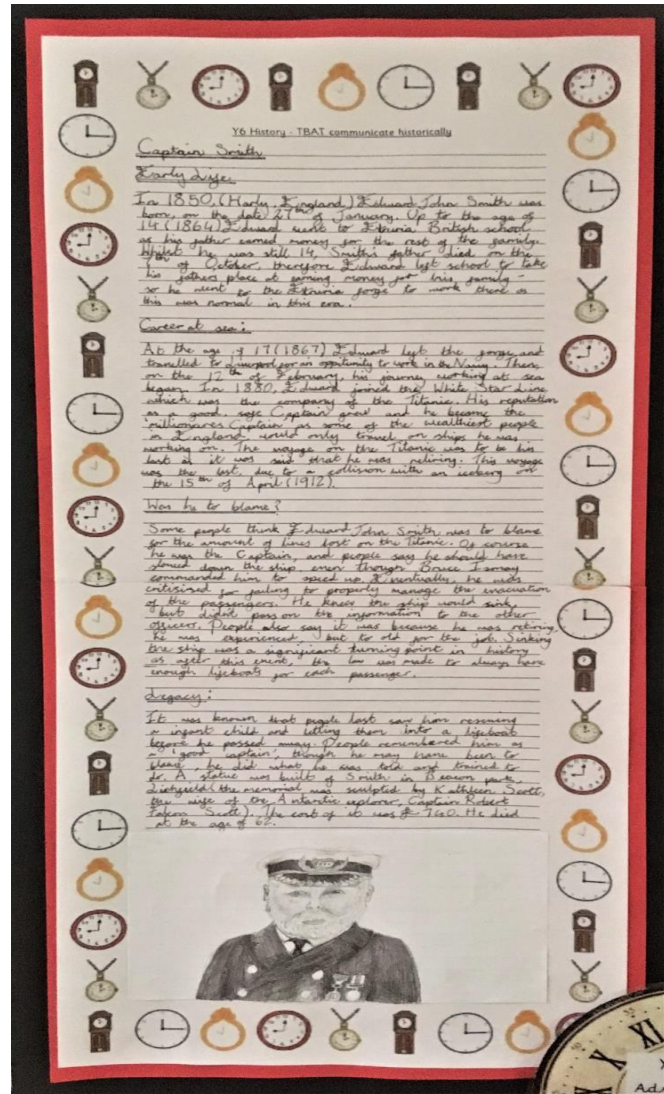
## Year 5:

Children investigate the lives of significant individuals communicating their understanding of what significance the individuals have had on history.

## Key Vocabulary

continuity, generation





## Year 6:

Children scrutinize the lives of  
significant individuals  
communicating their understanding  
of the impact and legacy the  
individual has had on history.

Key Vocabulary  
legacy, advancement