



Bollington St John's CE
Primary School

Bollington St John's Curriculum
History- IPC Progression Document

EYFS	Milepost 1	Milepost 2	Milepost 3
<p>3.3b Exploring changes in people at different ages</p> <p>3.5b Exploring the skills of people who help us in the community</p> <p>3.6b Exploring houses and homes in the wider world</p> <p>3.24b Exploring evidence and artefacts that inform us about life long ago</p>	<p>1.01 Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>1.02 Know about a range of events that have happened in the past</p> <p>1.03 Be able to ask and answer questions about the past</p> <p>1.04 Be able to use key words and phrases relating to the passing of time</p> <p>1.05 Be able to order events and objects into a sequence</p> <p>1.06 Be able to identify differences between their own lives and those of people who have lived in the past</p> <p>1.07 Be able to find out about aspects of the past from a range of sources of information</p> <p>1.08 Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>1.09 Understand that events and people's actions have causes and effects</p> <p>1.10 Understand that the past is represented in a variety of ways</p>	<p>2.01 Know about the main events, dates and characteristics of the past societies they have studied</p> <p>2.02 Know about the lives of people in those periods</p> <p>2.03 Know about the main similarities and differences between the past societies they have studied</p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p> <p>2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>2.07 Understand that the past can be considered in terms of different time periods</p> <p>2.08 Understand that the past has been recorded in a variety of different ways</p>	<p>3.01 Know that the study of history is concerned with the past in relation to the present</p> <p>3.02 Know about the characteristic features of particular periods and societies</p> <p>3.03 Know about the general history of the host country</p> <p>3.04 Know about the general history of the home country</p> <p>3.05 Know about the characteristic features of a particular period in the history of the host country</p> <p>3.06 Know about ideas, beliefs, attitudes and experiences of people in the past</p> <p>3.07 Know about the social, cultural, religious and ethnic diversity of the periods studied</p> <p>3.08 Know the terms associated with the periods they have studied</p> <p>3.09 Be able to enquire into historical issues and their effects on people's lives</p> <p>3.10 Be able to find out about aspects of the past from a range of sources</p> <p>3.11 Be able to describe and identify reasons for the results of historical events, situations, and changes in the periods they have studied</p> <p>3.12 Be able to describe and make links between the main events, situations and</p>

			<p>changes both within and across periods</p> <p>3.13 Be able to describe how the history of the host country affects the lives of people who live there now</p> <p>3.14 Be able to describe how the history of one country affects that of another</p> <p>3.15 Be able to ask and answer questions about the past</p> <p>3.16 Be able to select and record information relevant to an historical period</p> <p>3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>3.18 Be able to use dates and terms relating to the passing of time</p> <p>3.19 Be able to communicate their knowledge and understanding of history in variety of ways, making appropriate use of dates and historical terms</p> <p>3.20 Understand how some aspects of the past have been represented and interpreted in different ways</p> <p>3.21 Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint</p>
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Primary School

Bollington St John's Curriculum
History- National Curriculum Coverage

*See the NC14 Cross Reference Document which specifies which objectives are covered in each unit

EYFS	Milepost 1	Milepost 2	Milepost 3
<p>Understanding of the World</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways <p>ELG</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • A local historical study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • The Vikings and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Non-European society that provides contrasts with British history – one study chosen from: Early Islamic civilisation, including a study of Baghdad c.AD900; Mayan civilisation c.AD900; Benin (West Africa) c.AD900-1300

<p>the past and now, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none">• Understand the past through settings, characters and events encountered in books read in class and storytelling			
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