



Progression Document - History



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Recognise the difference between past and present in their own life and the lives of others.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about simple similarities and differences between life at different times.</p> <p>Recognises and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about similarities and differences between ways of life in different periods.</p>	<p>I can find out about everyday lives of people in time I can compare with our life today I can identify reasons for and results of peoples actions</p> <p>I can show an understanding of why people may have had to do something I can study change through the lives of significant individuals</p>	<p>I can use evidence to reconstruct life in time studied</p> <p>I can identify key features and events I can look for the links and effects in time studied.</p> <p>I can offer reasonable explanation for some events.</p>	<p>Study different aspects of different people – differences between men and women for example.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in 'early' and 'late' times studies.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>
Chronological understanding	<p>Begins to understand language relating to the passing of time, e.g. now, then, today, yesterday, last week, last year, years ago, a long time ago, older younger</p> <p>Create a timeline of their year at school.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Sequence events in their life.</p> <p>Develop a simple awareness of the past.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Place events on a simple timeline.</p> <p>Confidently use vocabulary associated with the past e.g. old and new, now and then.</p>	<p>Sequence artefact closer together in time. Check accuracy using books/ICT.</p> <p>Sequence photographs from different periods of their life.</p> <p>Place events on a simple timeline, adding times previously studied.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Use terms related to the period and begin to date events.</p> <p>Use precise chronological vocabulary.</p> <p>Know and understand more complex Historical terms e.g. BC/AD/CENTURY</p> <p>Begin to develop a chronologically secure</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Gain greater Historical perspective by placing their growing knowledge into different contexts. Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</p> <p>Sequence previously studied topic on a timeline to gain greater Historical perspective.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</p> <p>Sequence previously studied topic on a timeline to gain greater Historical perspective.</p>

		<p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time e.g. before, after, at the same time etc.</p>		<p>across the periods studied</p>	<p>knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>Make comparisons between different times in the past.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>
<p>Interpretation of History</p>	<p>Know and recount episodes from their own and others' past, saying why it happened.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p> <p>Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past. Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p> <p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p>	<p>Identify and give reasons for the different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Note connections in Historical periods studied.</p> <p>Note connections and cause and effect in Historical periods studied.</p> <p>Look at representations of the period e.g. Museum, cartoons etc.</p>	<p>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</p> <p>Look at and evaluate the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Note connections in Historical periods studied.</p>	<p>Compare different accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Understands that all History is to some extent an interpretation and can identify a range of reasons for this.</p> <p>Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.</p> <p>Different retellings of the same events</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p>
<p>Historical Enquiry</p>	<p>Can talk about how adults and how their childhood was different to theirs.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer simple Historical questions.</p> <p>can sort artefacts 'then' and 'now'</p>	<p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations</p> <p>Ask and answer appropriate Historical questions, using their growing Historical knowledge.</p>	<p>Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study.</p> <p>Use the library and the Internet for own personal research.</p>	<p>Use text books/library books and own growing Historical knowledge to gain a better perspective.</p> <p>Answer and begin to devise own Historically valid questions.</p> <p>Asks perceptive questions and knows how to find, select and utilise suitable</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several</p>

			<p>Can talk about similarities and differences between two or more historical sources using simple historical terms. Photos of houses and artefacts from houses over time.</p> <p>Can talk about past events and use annotations or captions (maybe scripted) to identify important features of picture sources, artefacts etc.</p> <p>Artefacts from houses over time</p>	<p>Ask and answer simple questions</p>	<p>information and sources to formulate and investigate hypothesis</p>	<p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>	<p>sources together in a fluent account.</p> <p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>
<p>Organisation and Communication</p>	<p>Describe an event or family member from their past that is important to remember</p>	<p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</p> <p>Use simple terms to talk about the passing of time.</p>	<p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT.</p> <p>Use simple terms to talk about the passing of time.</p>	<p>I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, mode</p>	<p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p> <p>Construct own responses beginning to select and organise relevant Historical information.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>	<p>Recall, select and organise historical information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>	<p>Recall, select and organise information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>

Subject content – NC 2014

Key Stage 1

- Pupils should be taught about:
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell
- significant historical events, people and places in their own locality.

Key Stage 2

- Pupils should be taught about:
- Changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.