

History Progression of Progress (Updated May 2022)

Chronological understanding

Early Years	Year 1	Year2	Year3	Year4	Year5	Year6
<p>Use everyday language related to time. Eg. days/months</p> <p>Is beginning to make sense of his/her own life-story and her/his family history. Talking about members of their immediate family of community. Naming those familiar to them.</p> <p>Talk about the lives of the people around them and their roles in society</p>	<p>Sequence a few (2/3) related events or objects in order on a timeline. Used words old/older, young, new/newer, days, months, a long time ago, past, present. Remember parts of stories and memories from the past.</p>	<p>Recount changes in own lifetime. Put 4 or 5 related events in order using a simple scaled timeline. Use words such as before, after, now, later, yesterday, last week, before I was born, decade, century, source, pioneer. Use past and present when telling others about an event and understand the difference.</p>	<p>Use a timeline to place events in Chronological order in the UK and the World. Beginning to show the difference in time by the gaps between events. Know that a time line is divided into BC (before Christ) and AD (Anno Domini). Calculate how long ago something happened. Use words century, decade, artefact, chronology, settle. Know dates of and order significant events from periods of study.</p>	<p>Know that a time line is divided into BC (before Christ) and AD Anno Domini). Order significant events from British and World history on a timeline. Place on the timeline the 21st Century (when they were born). Show the gap between events being studied and their lifetime. Describe the main changes in the period of history studied.</p>	<p>Use timeline to place and sequence historical periods and events covered. (Invasion topic. Placing arrival of invaders in Britain) Place on timeline local, national and international events, showing connections between them. Show gap between time studied and now. Use decades, century, millennium, era, period, before the Vikings/Saxons era and after them. Identify changes within and across historical periods. Know Parliament affect decision making and thus everyday life in UK.</p>	<p>Use timeline, with appropriate spaces, to place significant events, periods and cultural movements around the world. E.g Wars, movement in and out of UK. Use timelines to show changes and developments in technology, culture, religions and society. Establish clear narratives within and across periods by using secure chronological understanding. Describe main changes in a period of history using words such as social, religious, political, technological and cultural.</p>

Knowledge and understanding of past events, people and changes in the past

Early Years	Year 1	Year2	Year3	Year4	Year5	Year6
<p>Understand the past through settings, characters and events encountered in</p>	<p>Tell the difference between past and present in own and families lives.</p>	<p>Recall some facts about people before living memory and what they contributed to the world.</p>	<p>Use evidence to describe past; houses and settlements; clothes and way or life; buildings and</p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p>	<p>Chose reliable sources of information to examine different aspects of history.eg social, cultural, political and religious.</p>	<p>Choose reliable sources of evidence to find out about the WW2. What were the changes that</p>

<p>books read in class and storytelling.</p> <p>Know and comment on 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 special family events.</p>	<p>Talk about significant people from the past.</p> <p>Be introduced to different representations of the past talking about similarities and differences.</p> <p>Start to look at events that happened locally.</p>	<p>Use information to describe the past describing differences from then and now. Use evidence to explain reasons why people acted as they did</p> <p>Recount main event from a significant event beyond living memory and know why it was important. (Florence Nightingale/Kitty Wilkinson/ Louis Braille)</p> <p>Know about local history, places, events and people.</p>	<p>their uses; Beliefs and attitudes; difference between rich and poor; leisure and work. How did any of these change during period studied?</p> <p>Show changes on a timeline.</p> <p>What are similarities and differences between the stone age and the time of the Titanic?</p>	<p>Use evidence to identify some ideas or beliefs that were important to people in period studied. Give reasons why changes occurred during time period studied.</p> <p>Describe how some of the things that happened in the past affect/influence life today.</p> <p>What are the similarities and differences between Mayans and Romans?</p>	<p>Identify similarities and differences between Saxons and Vikings. Notice Religious and ethnic diversity between these groups. Give cause and consequences/effect for events and changes backing them up with evidence.</p> <p>How did the events during this time affect today?</p>	<p>occurred and why did they happen?</p> <p>How does what happened then, affect life today?</p> <p>Note similarities and differences between the nations involved. Debate with two sides of an argument one event in the War. How did UK influence other countries and what did the UK learn from them. Gain historical perspective by making connections between local, national and international history.</p>
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Historical enquiry

Early Years	Year 1	Year2	Year3	Year4	Year5	Year6
<p>Notices differences between people.</p> <p>I</p>	<p>Find answers to simple questions about the past from stories, artefacts, internet and pictures.</p> <p>. Ask questions like. What was it used for? How did you play with this? Is that old or new? What were the people doing?</p>	<p>Look carefully at pictures and artefacts and use internet sources to answer historical questions.</p> <p>Ask a wide range of question like what was it like? What was it used for? What happened when...?</p>	<p>Use documents, archive material, the internet, databases, pictures, photos, music, artefacts, buildings, museums and visits to gather information about the past.</p> <p>Know we construct our knowledge of</p>	<p>Begin to realise there is a difference between primary and secondary sources of information.</p> <p>Know we construct our knowledge of the past from different sources.</p> <p>Use documents, archive material, the internet, databases, pictures, photos,</p>	<p>Understand there is a difference between primary and secondary sources of information.</p> <p>Know we construct our knowledge of the past from different sources.</p> <p>Use documents, archive material, the internet, databases, pictures, photos, music, artefacts,</p>	<p>Know there is a difference between primary and secondary sources of information.</p> <p>Use documents, archive material, the internet, databases, pictures, photos, music, artefacts, buildings, museums and visits to gather</p>

		<p>How long ago did..?</p> <p>Know that the past is represented in different ways. Suggest why accounts may differ.</p>	<p>the past from different sources. Ask valid historical questions and identify how to find the answer. Choose, from sources provided, those they feel will help them answer historical questions. Estimate the ages of people or when they lived by studying their features. (Egyptians/Greece)</p>	<p>music, artefacts, buildings, museums and visits to gather information about the past. Regularly generate and answer a range of historically-valid questions especially about similarities and differences in cultures and events.</p> <p>Select and organise relevant information from a wider range or sources to answer historical questions.</p>	<p>buildings, museums and visits to gather information about the past. Identify and use reliable sources of evidence to answer a question while recognising there may not be only one answer. Address and devise a wide range of historically-valid questions about change and cause. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Start to think of own lines of enquiry and how they may find information about them.</p>	<p>information about the past. Identify and use reliable sources of evidence to answer a question while recognising there may not be only one answer. Address and devise a wide range of historically-valid questions about change. Cause, impact and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
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Organisation and communication

Early Years	Year 1	Year2	Year3	Year4	Year5	Year6
Extend vocabulary, exploring meaning and sounds of new words.	Sort events or historical objects into groups, exploring the changes that have occurred in living memory. Use role play, drawing and discussion to show	Describe objects, people or events from History. Write simple stories and recounts about a past event. Use a timeline to order significant	Communicate ideas of the past using different genres, E.G. writing, drawing, diagrams, data-handling, drama role play,	Present feelings about the past using speaking, writing, maths (data handling), ICT, drama and drawing. Use dates and terms accurately.	Communicate ideas of the past using different genres, E.G. writing, drawing, diagrams, data-handling, drama role play, storytelling and ICT.	Communicate ideas of the past using different genres, E.G. writing, drawing, diagrams, data-handling, drama role play, storytelling and ICT.

	knowledge and understanding of the past. Write own date of birth.	events and use it to explain them to others. Use ICT to communicate ideas.	storytelling and ICT. Discuss which is the best way to present information. Use dates and terms with increasing accuracy.	Use subject specific words such as temple, centurion, empire, civilisation, chronology, ancient, legacy. Discuss best way to present information.	Use and apply a range of historical vocabulary for example civilisation, propaganda, economy, political. Plan and present a self-directed project or research about the studied period. Use dates and terms accurately.	Develop and apply a range of historical vocabulary for example influential, narratives, perspective. Plan and present a self-directed project or research about the studied period. Make appropriate use of specific dates and terms. Present information in an ordered and structured way.
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Historical interpretation

Early Years	Year 1	Year2	Year3	Year4	Year5	Year6
Ask why things happen?	Begin to identify and recount some details from the past from sources (pictures/stories/artefacts)	Use pictures/stories/eyewitness accounts/artefacts/buildings/visits/internet to find out about the past. Explore reasons why people in the past did things.	Look at 2 version of the same event and identify differences in the accounts.	Give clear reasons why there may be different accounts of the same event. Know that people use their account to persuade others.	Know that some evidence from the past is/was propaganda, opinion or misinformation and this affected interpretations of history. Evaluate evidence to choose the most reliable forms by weighing the evidence. Know how evidence is used rigorously to make historical claims.	Know that some evidence from the past is/was propaganda, opinion or misinformation and this affected our interpretations of history. Suggest accurate and plausible reasons, by weighing evidence and sifting arguments, how and why the past has been represented and interpreted in different ways. Link this to factual evidence from the past.

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