

History Progression Document (Revised May 2022)

		EYFS 3-4	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History Content	Key NC Themes	Understanding the World- Past and Present	Understanding the World- Past and Present	<ul style="list-style-type: none"> Changes within living memory which reveal aspects of change in national life Significant historical events and significant people in their own locality Consider reasons why an event might be significant <p>Suggestions: Helen Sharman Jessica Ennis Hill Or to be agreed with principal</p>	<ul style="list-style-type: none"> Events beyond living memory that are nationally/globally significant or commemorated through anniversaries/festivals <p>Suggestions: First Air flight Or to be confirmed with principal</p> <ul style="list-style-type: none"> Lives of significant individuals in the past who have contributed to national and international achievements. Consider reasons why a person might be significant <p>Suggestions: Jessica Ennis Elizabeth I Elizabeth II Christopher Columbus Neil Armstrong Or to be confirmed with principal</p>	<ul style="list-style-type: none"> Changes in Britain from the Stone age to the Iron Age The Achievements of the earliest civilisations – an over view of where and when 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 Ancient Greece – A study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> Britain’s settlement by the Anglo-Saxons and Scots and Viking and Anglo-Saxon struggle for the Kingdom of England to the Time of Edward the Confessor A local history study 	<ul style="list-style-type: none"> A study of an aspect or theme that extends pupils’ chronological knowledge beyond 1066 A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad.; Mayan civilization c AD.900; Benin (West Africa) c. AD 900-130
History Skills	Historical Chronology (CH)	Begin to make sense of their own life-story and family’s history.	Talk about members of their immediate family and community. Comment on images of familiar situations in the past.	<ol style="list-style-type: none"> Place people and events in a basic sequence Order a few objects/events Discuss similarities and difference between ways of life and different times 	<ol style="list-style-type: none"> Place people and events I have studied on a basic timeline. Name people in the past who have contributed to national and international achievements. Discuss similarities and differences between ways of life at different times 	<ol style="list-style-type: none"> Put artefacts or information in chronological order. Discuss that the past is divided into differently named periods of time and use some dates to explain British, local & world history. 	<ol style="list-style-type: none"> Put events in order using appropriate dates/chronological conventions (BC, BCE & AD.) Put artefacts or information in chronological order and explain why. 	<ol style="list-style-type: none"> Understand the chronology of the period of history being studied Recall events within and across the time periods I have studied Describe connections, contrasts and trends over short and longer time periods. 	<ol style="list-style-type: none"> Understand the chronology of the period of history (national and international)being studied. Describe connections, contrasts and trends over short and longer time periods.

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Historical Concepts (CO)		<p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: 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>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ol style="list-style-type: none"> 1. Discuss some of the people or events from my learning 2. Talk about what I have learnt about the past 3. Identify differences between different times 	<ol style="list-style-type: none"> 1. Reflect on the significance of what I have learnt about the past 2. Identify similarities and differences between different times 	<ol style="list-style-type: none"> 1. Discuss the main events and changes of a time studied. 2. Describe some similarities and differences 3. Describe some relevant causes and effects on the key events. <p>Eg. Why the move from stone tools to metal?</p>	<ol style="list-style-type: none"> 1. Discuss similarities and differences 2. Discuss the importance of cause and effect for some of the key events within the topic 	<ol style="list-style-type: none"> 1. Discuss valid reasons why some changes in developments are important within the topic 2. Order valid causes and effects by importance relating to the events 3. Understand how a period of time has had an impact on me and my identity 4. Discuss trends over time 5. Ask questions about change, cause, similarity, difference and significance of people or events. 6. Understand change and continuity. 	<ol style="list-style-type: none"> 1. Explain historical concepts, cause & consequence, continuity, change, similarity, difference etc. Ask questions about change, cause, similarity, difference and significance of people or events in a wider context.
	Historical Interpretation (HI)			<ol style="list-style-type: none"> 1. Comment on what or how I found things out 2. Discuss questions about the past 	<ol style="list-style-type: none"> 1. Develop an awareness of the past and can comment on what or how I found things out. 2. Discuss a few ways how the past has been presented or described. 3. Discuss some of the ways in which we find out about the past 4. Discuss the importance of basing my ideas on evidence 5. Talk about an idea and raising valid questions about the past 6. Compare pictures or photographs of people or events in the past and discuss the reliability of photos/accounts/stories 	<ol style="list-style-type: none"> 1. Retrieve relevant facts and information from historical accounts 2. Understand that there are reasons why two accounts of an event may differ 	<ol style="list-style-type: none"> 1. Describe how the past can be represented or interpreted in a few different ways. 2. Explain why some aspects of historical accounts/themes are significant 3. Begin to evaluate the usefulness of different sources 4. Discuss a range of different possible reasons for differences in a numbers of accounts 	<ol style="list-style-type: none"> 1. Discuss the significant issues in many of the topics covered 2. Identify different interpretations of events, developments and people covered in a range of topics 3. Compare accounts of events from different sources and offer a reason for different versions of the event (fact or fiction)

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Historical Enquiry (HE)		Connect one idea or action to another using a range of connectives.	<ol style="list-style-type: none"> 1. Ask simple questions about the topic 2. Think about how I might find out answers 3. Begin to analyse artefacts 4. Develop my thinking and questioning skills 5. Choose parts of stories or other sources of information to understand key features 	<ol style="list-style-type: none"> 1. Observe and discuss artefacts 2. Ask valid questions 3. Develop skills to study history by questioning and investigating people's lives studied 4. Plan questions and produce answers using some historical terminology. 	<ol style="list-style-type: none"> 1. Ask valid questions for enquiries and answer using a number of sources 2. Begin to use the library and internet to research 3. Use a range of sources to find out about a period of time 	<ol style="list-style-type: none"> 1. Use the library and the internet to pull research 2. Use evidence to build up a picture of past events 	<ol style="list-style-type: none"> 1. Confidently use the library and the internet to pull research 2. Identify primary and secondary resources 3. Give valid conclusions based on devising and answering questions relating to an historical enquiry 	<ol style="list-style-type: none"> 1. Evaluate a range sources for accuracy and validity 	
	Historical Communication (HC)			<ol style="list-style-type: none"> 1. Begin to use common words & phrases relating to passing of time 2. Recount simple stories 3. Talk about a time before I was born 4. Communicate my knowledge through basic discussions, drawing pictures, drama/role-play and the use of ICT. 	<ol style="list-style-type: none"> 1. Use common words & phrases relating to passing of time 2. Discuss a time before I was born and can compare aspects of life in different periods linked to significant people, or people I know, in different ways, using every day historical terms. 3. Recount stories accurately and explain why some people and events were important. 4. Select an appropriate way of presenting an idea. 	<ol style="list-style-type: none"> 1. Present recalled or selected information in a variety of ways using some historical vocabulary 2. Describe some of the main events, people and changes in the history of Britain and the wider world. 	<ol style="list-style-type: none"> 1. Write concise and relevant sentences or a paragraph to describe the main events, people and changes in the history of Britain and the wider world. 2. Recall, select and organise historical information. 	<ol style="list-style-type: none"> 1. Selecting and organising of relevant historical information. 2. I can make comparisons between periods. 	<ol style="list-style-type: none"> 1. Write structured accounts, including written narratives and analyses using relevant historical information. 2. Compare periods of time.
		Vocabulary	General history, order, similar/different, changes, reason, past/present/future, remember lives,		General history, significant, timeline, order, compare, similar/different, artefact, event, source, evidence, changes, invention, question, cause, consequences, reason, connections, Century/decade, living memory, different	General chronological, millennium, century/decade, BC/BCE, AD/CE, era, time period, similarities differences, prehistoric, evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts, influence, significant, impact	General cause and effect, propaganda, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, modern British values, laws		

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	<p>Changes within living memory.</p> <ul style="list-style-type: none"> • brother • sister • Baby • Child • Adult • Mum • Dad • Grandma • Grandad 	<p>Changes within living memory.</p> <ul style="list-style-type: none"> • Mother • Father • Grandparents • Toddler • Teenager 	<p>periods of time, modern, past/present/future, memory, information, similarity, difference, lives,</p> <p>Changes within living memory. change in national life, Parents, Grandparents, Great grandparents, lifetimes, way of life, home life, transport, materials, leisure</p> <p>Events beyond living memory significant nationally globally, aero plane flight, , festivals, anniversaries, remembrance,</p> <p>Significant individuals national, monarch, reign, coronation, explorer, inventor</p> <p>Significant historical events, people and places in own locality local, museum, buildings</p> <p>Historical Skills. sequence, using sources, questioning, discussion, compare</p>	<p>Changes from the Stone Age to Iron Age Britain, temporary/permanent, Palaeolithic, hunter-gatherers, Mesolithic, Neolithic, early farmers/farming, deforestation, Skara Brae, Bronze Age, Stonehenge, Iron Age hill forts, tribal kingdoms</p> <p>Achievements of the earliest civilizations – (vocabulary appropriate to chosen civilization) civilizations, irrigation, ancient Sumer; Indus Valley; ancient Egypt; mummification, pyramid, Shang Dynasty of Ancient China</p>	<p>Ancient Greece western world, democracy, philosophy, Olympic Games, Athens, Parthenon, Acropolis</p> <p>Roman Empire and impact on Britain Julius Caesar, Claudius, invasion, conquest, resistance, Boudica, Romanisation , hypocaust, viaduct/aqueduct, gladiator, coliseum, amphitheater, Hadrian’s wall</p>	<p>Britain’s settlement by Anglo-Saxons and Scots dark ages, Christian conversion Canterbury, Iona and Lindisfarne, Sutton Hoo</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England raids, resistance, Danegeld, Alfred the Great, Althelstan, Edward the Confessor</p>	<p>Early Islamic civilization Baghdad Islam, Prophet Muhammad, Muslim, mosque, caliphs, Golden Age, astrolabes</p> <p>Mayan civilization Mesoamerica, codex, Chichen Itza</p> <p>Study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 arc of time, legacy, turning point</p>
	<ul style="list-style-type: none"> • History • Family • Similar • Different • Remember • Old • New • Before • Today • Tomorrow • Yesterday • Life 	<ul style="list-style-type: none"> • Organise • Compare • Changes • Community • Past • Present • Future • Artefacts • Similarities • Differences • Reason • Experiences • Lives • Order 		<p>interpretation, facts/opinion, evidence, chronology, artefacts, research, enquiry, comparison, reliability, significance, discussion, argument, reasoning, contrasts,</p>		<p>deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, questioning – historically valid, investigate, forming conclusions, making links, historical perspective, judgement, contrasting arguments and interpretations</p>	