

History Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Knowledge and Evidence	<ul style="list-style-type: none"> Use language today, tomorrow, yesterday Talk about experiences they have had in the past Talk about their family – parents/ grandparents Discuss how they changed from being a baby to being 5. <p><i>Discussions with key adults or children</i> <i>SeeSaw observations</i> <i>Photos of experiences</i> <i>Written work/ drawings</i></p>	<p>Toys</p> <ul style="list-style-type: none"> How toys have changed Why toys have changed Comparison (now & then) <p><i>Big books</i> <i>Photos</i> <i>Scribed discussions</i></p> <p>Castles</p> <ul style="list-style-type: none"> Parts of a castle Why did we need castles? Lives of people in castles <p><i>Books (big books?)</i> <i>Photos of castle banquet</i></p> <p>Kings and Queens</p> <ul style="list-style-type: none"> What a monarch is Qualities of a good monarch Comparison (Queen Elizabeth I, Queen Victoria, Queen Elizabeth II) <p><i>Books</i> <i>Class mind maps</i> <i>Letter to Prince George</i></p>	<p>Florence Nightingale</p> <ul style="list-style-type: none"> Events in Florence's life Events in Mary Seacole's life Compare differences (then and now) <p><i>Re-enactment day</i> <i>Timelines</i> <i>Artefact investigation</i></p> <p>Great Fire of London</p> <ul style="list-style-type: none"> Sequence of events Difference of equipment (then & now) Life at the time <p><i>Photo timeline</i> <i>Sorting activity</i> <i>Build houses and burning</i></p> <p>William Walker</p> <ul style="list-style-type: none"> Sequence events Impact of events Equipment then & now <p><i>Winchester Cathedral trip</i></p>	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> How life changed between ages Way of life/ traditions/weapons Skara Brae <p><i>Knowledge of Stone Age</i> <i>Leaflets</i></p> <p>Romans</p> <ul style="list-style-type: none"> Roman invasion of UK Roman Emperors/leaders Boudicca's life <p><i>Diary entry of invasion</i> <i>Emperor fact file</i></p>	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> Why they settled – land use Crime and punishment King Alfred's achievements – does he deserve the title Great? <p><i>Reasons given in response questions</i> <i>Law and order double page spread</i> <i>Written response to unit question</i></p> <p>Vikings</p> <ul style="list-style-type: none"> Were the Vikings raiders or settlers? What Viking life was like Timeline of Viking events and their impact <p><i>End of unit presentations</i> <i>Timeline activities and annotations</i> <i>Research</i></p>	<p>Mayans</p> <ul style="list-style-type: none"> The Mayan timeline Mayan Achievements Civilisation Success <p><i>Comparison with Europe</i> <i>Research of calendar, farming and building</i> <i>Examples of achievements explained</i></p> <p>Ancient Greeks</p> <ul style="list-style-type: none"> Democracy Art and Culture Olympics <p><i>Hot question at the end of the unit</i></p>	<p>Victorians</p> <ul style="list-style-type: none"> Education system and impact Reformers and the impact of reform To know and understand inventions <p><i>Classroom reform debate</i> <i>Invention fact file</i></p> <p>Local History Study</p> <ul style="list-style-type: none"> Key events in the history of our school Why the school moved site <p><i>Website page outlining the history of our school</i></p>
Chronological Understanding	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and Depth of historical knowledge	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Develop understanding of growth, decay and changes over time. Question why things happen and give explanations. Know about similarities and differences between themselves and others, and among families, communities and traditions. Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied

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Interpretations of history		<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers 	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts. 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past based on simple observations. 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
Organisation and Communication	Record, using marks they can interpret and explain.	Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT			<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms.