



St Peter's C of E Primary School
History Progression

'Let Your Light Shine'

Matthew 5:16

History EYFS

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

EYFS

Begin to organise events using basic chronology, recognising that things happened before they were born.

Understand and use simple vocabulary when talking about events in their life such as: yesterday, today, long ago,

Recognise the difference between past and present in their own lives.

Birthdays

Days, months, seasons.

Understanding of changes in their own lifetime personal timeline.

Encourage children to share pictures of their family and talk about them.

Frequently share texts, images and oral stories that help to develop an understanding of the past and present.

Talk about people that the children may have come across in their community, such as the police, fire service, doctors and teachers.

Learn about the lives of some people in the past through books and storytelling (including their own family members).

Children are presented with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

Offer hands on experiences such as visiting a local area that has historical importance.

Show images of familiar situations in the past such as homes, schools and transport.

Sort artefacts into 'old' and 'new'.

Talk about events in their own experiences that are important to them. Know and recount episodes from their own past.

Talk about things they did at the weekend, yesterday, this morning...

Recount an event, verbally and written.

Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories.

History Key Stage 1

Chronology		Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<ul style="list-style-type: none"> * Use common words relating to the passing of time. * Know where people and events fit within a chronological framework. * Identify some similarities and differences between ways of life in different time periods. 		<ul style="list-style-type: none"> * Changes within living memory (revealing aspects of change in national life). * Events beyond living memory that are significant nationally/globally * The lives of significant individuals in the past who have contributed to national/international achievements. * Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> * Ask and answer questions about the past. * Choose and use parts of stories and other sources to show their understanding of key features of events. 	<ul style="list-style-type: none"> * Use a wide vocabulary of everyday historical terms.
Year 1	<p>Sequence events in their life in order.</p> <p>Sequence artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p style="text-align: center;">Cycle A (Y1/Y2)- Significant events, people and places in our own locality- 'Remembrance Day'</p> <p style="text-align: center;">'Sea-side Holidays' (Blackpool) Daily Life & Society Change & Continuity Similarity & Difference</p> <p>Significant individuals in the past who have contributed to national and international achievements- 'Explorers' Achievement & Legacy Significance Similarity & Difference</p> <p>Changes within living memory 'Technology' Daily Life & Society Change & Continuity/Similarity & Difference</p>	<p>Sort sources or artefacts into 'then' and 'now'.</p> <p>Ask their own questions about the sources.</p> <p>Use sources to answer simple questions about the past.</p> <p>Identify some of the basic ways in which the past can be represented (paintings, stories, objects).</p>	<p>Use 3D timelines (with objects or sequential pictures).</p> <p>Drawing.</p> <p>Role Play/Drama.</p> <p>Retell simple stories or events from the past.</p> <p>Use simple historical terms (new/old/before/after).</p>

Year 2

Sequence artefacts closer together in time- check with books/ICT.

Place events on a simple timeline.

Find some similarities and differences between ways of life in different periods.

Use common words and phrases concerned with the passing of time (before, a long time ago, young, old, after).

Explain the difference between famous/significant.

Cycle B (Y1/Y2)-

Significant individuals in the past who have contributed to national and international achievements-

'Learie Constantine/Marcus Rashford'

Achievement & Legacy

Equality

Similarity & Difference

Significance

Changes within living memory (revealing aspects of change in national life)- 'Toys'

Daily Life & Society

Change & Continuity

Similarity & Difference

Events beyond living memory-

'The Great Fire of London'

Legacy

Cause & Consequence

Ask and answer simple questions about the past through observing and handling a range of sources.

Compare pictures or photographs of people or events in the past.

Discuss reliability of sources.

Recognise some basic reasons why people in the past acted as they did.

Describe memories of key events in their own lives.

Talk about what/who was significant in simple historical accounts.

Continue to use role play/drama/drawing/writing to communicate their historical knowledge.

Widen their knowledge and use of relevant historical terms appropriate to the topic.

History Key Stage 2

Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<ul style="list-style-type: none"> * Continue to develop a chronologically secure knowledge and understanding of British, local and world History. * Establish clear narratives within and across the periods they study. * Recognise connections, contrasts and trends over time. * Develop the appropriate use of historical terms. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> * Changes in Britain from the Stone Age to the Iron Age * 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. 	<ul style="list-style-type: none"> * Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * Understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> * Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

History Key Stage 2

Chronology		Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
Year 3	<p>Place the time studied on a time line.</p> <p>Use some dates and terms related to the period and the passing of time (century/decade).</p> <p>Sequence and order several events or artefacts.</p> <p>Recognise that the past is divided into different periods of time.</p>	<p style="text-align: center;">Cycle A (Y3/Y4)-</p> <p>Describe aspects of Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p style="font-size: 0.8em;"> Invasion Cause & Consequence Civilisation & Settlement Evidence Invasion Interpretation Power & Rule </p> <p>Demonstrate knowledge of aspects of history significant in their locality- Lancashire Cotton Industry/slave trade</p> <p style="font-size: 0.8em;"> Equality Change & Continuity Daily Life & Society Cause & Consequence Significance </p>	<p>Introduce and begin to use the Enquiry Process.</p> <p>Use some different types of sources to find out about a period.</p> <p>Recognise that different versions of past events may exist (artist’s pictures, museum displays, written sources).</p> <p>Observe small details in sources.</p> <p>Use sources to address historically valid questions.</p> <p>Recognise that it is okay to be unsure when talking about the past.</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama/ use of ICT.</p> <p>Begin to construct their own responses to an artefact or study of an event/person.</p>
Year 4	<p>Place events from the period studied on a time line.</p> <p>Understand and use more complex terms (BCE/AD).</p> <p>Begin to date important events from the period studied.</p> <p>Identify where the period studied fits into the chronological framework (the ‘bigger picture’).</p>	<p style="text-align: center;">Cycle B (Y3/Y4)-</p> <p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</p> <p style="font-size: 0.8em;"> Civilisation & Settlement Change & Continuity Daily Life & Society Similarity & Difference </p> <p>Describe and compare some of the features/achievements of the earliest civilisations (Ancient Sumer/Indus Valley/Shang Dynasty/Ancient Egyptian), including where and when they appeared, followed by-</p>	<p>Begin to use CSQ (Claim, Support, Question) when handling/looking at artefacts.</p> <p>Continue to use the Enquiry Process to build their own historically valid questions about change, cause and effect, similarity and difference, and significance.</p> <p>Begin to recognise ‘cause and effect’ and connections in the periods studied- why events happened and what happened as a result.</p>	<p>Use specialist terms like settlement, invasion and vocabulary linked to chronology (BCE/AD).</p> <p>Select information and organise it in order to answer historical questions.</p> <p>Discuss significant aspects of and connections between, different historical events.</p>

	Explore links and contrasts within and across different periods of time.	Depth Study- Ancient Egypt. Achievement & Legacy Civilisation & Settlement Significance Evidence	Recognise how sources of evidence are used to make historical claims.	
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History Key Stage 2

	Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
Year 5	<p>Relate current period being studied to other periods on a timeline.</p> <p>Describe links and contrasts within and across different periods of time.</p> <p>Recognise and describe how periods of study overlap each other and vary in length ('the bigger picture').</p> <p>Use relevant terms and period labels (Empire, civilisation, continuity and change, cause and consequence, similarity, difference and significance).</p>	<p style="text-align: center;">Cycle A (Y5/Y6)-</p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066- 'World War Two'</p> <p>Invasion Legacy Daily Life & Society</p> <p>Cause & Consequence Significance Interpretation</p> <p>Demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world.</p> <p>Achievement & Legacy Power & Rule</p> <p>Civilisation & Settlement Similarity & Difference Evidence</p>	<p>Use the Enquiry Process to build and test their own hypotheses.</p> <p>Offer reasons for different interpretations of the past.</p> <p>Begin to identify primary and secondary sources.</p> <p>Make inferences from sources (use CSQ).</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p> <p>Use a wider range of sources as a basis for research.</p>	<p>Discuss and debate historical issues.</p> <p>Use extended writing to communicate their historical knowledge and understanding.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information.</p>
Year 6	<p>Sequence up to ten events on a timeline.</p> <p>Make comparisons between different times in history- find trends and links within and across periods, including short term and long term scales.</p> <p>Use a wide range of relevant historical terms when sequencing events and periods of time (see KS2 vocabulary overview).</p>	<p style="text-align: center;">Cycle B (Y5/Y6)-</p> <p>Demonstrate knowledge of the Roman Empire and describe its impact on Britain.</p> <p>Invasion Achievement & Legacy Power & Rule</p> <p>Cause & Consequence Change</p> <p>Describe key aspects of a non-European society- 'The Maya Civilisation'</p> <p>Achievement & Legacy Equality Civilisation & Settlement</p> <p>Evidence Interpretation</p>	<p>Use the Enquiry Process to build, test and refine their own hypotheses.</p> <p>Evaluate a source's usefulness and consider the pros/cons of primary and secondary sources.</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p>	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use extended writing to communicate their historical knowledge and understanding.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of information.</p>

