

History Progression Document

Three and Four-Year-Olds	Understanding t	he World	 Begin to make sense of their own life-story and family's history.
Reception	Understanding t	he World	 Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	 Talk about the lives of 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.

Key Stage I National Curriculum Expectations

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past and identify different ways in which it is represented
- 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 National Curriculum Expectations

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- \bullet $\,$ understand how our knowledge of the past is constructed from a range of sources
- \bullet $\,$ 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;
- \bullet 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;
- ullet 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.

	EYFS	УІ	У2	УЗ	Yl+	У5	Уб
Chronology Concepts linked: Chronology	Order and sequence familiar events and stories Use everyday language relating to time Know that things happened in the past, relating to themselves and families, remembers and talks about them Begin to understand the difference between the past and now	Place known events and objects in chronological order Sequence events and recount changes within living memory Use common words and phrases relating to the passing of time like: old, new and a long time ago; before, after, past, present, then and now	Describe where objects, people and events fit in a chronological framework; identifying similarities and difference between life in different periods (within and beyond living memory) Use common words and phrases relating to the passing of time securely like: old, new and a long time ago; before, after, past, present, then and now Identify how periods of time can impact individuals and events and have a basic understand how why certain events happened at certain times	Begin to sequence events, objects, themes and people from topics covered (internal chronology of a period) Begin to use a numbered scale, the terms BC and AD Place stone, bronze and iron ages and Romans into wider chronological context and make comparisons of periods (overall chronology of history) Develop an understanding of duration and the interaction between different periods of history Use an increasing range of common words and phrases relating to the passing of time (suited to topics)	Begin to sequence events, objects, themes and people from topics covered (internal chronology of a period) Begin to use a numbered scale and the terms BC and AD Place Ancient Egypt and Anglo Saxons, as well as stone ageiron and Romans into wider chronological context and make comparisons of periods (overall chronology of history) Begin to develop an understanding of concurrence around the world e.g. iron age and Ancient Egypt, as well as interaction and duration Use an increasing range of common words and phrases relating to the passing of time (suited to topics)	Sequence with increasing confidence events, objects, themes and people from topics covered (internal chronology of a period) Use a numbered scale and the terms BC and AD with increasing confidence Place Ancient Greece and Vikings, as well as previously taught periods into wider chronological context and make comparisons of periods (overall chronology of history) Begin to talk about connections, contrasts, trends and patterns over time Develop an understanding of concurrence around the world eg Romans and Greeks as well as interaction and duration Begin to draw own timelines with different historical periods, showing key historical events or lives of significant people. Use terms, describe events using dates and use increasing range of common words and phrases relating to the passing of time (suited to topics)	Independently sequence events, objects, themes, and people from topic covered (internal chronology of a period) Confidently use a numbered scale and the terms BC and AD Place Mayans, WW1/2, as well as previously taught period into wider chronological context and make comparisons of periods (overall chronology of history) Talk about connections, contrasts, trends and patterns over time Develop an understanding of concurrence around the world, as well as interaction and duration Draw own timelines with different historical periods, showing key historical events or lives of significant people. Use terms, describe events using dates and use increasing range of common words and phrases relating to the passing of time (suited to topics)
Significance Concepts linked:	Use stories to understand that some events and people from history are important	Begin to understand and identify what makes someone or an event significant e.g.	Identifying a range of reasons why certain people/events/places are significant in the wider context of history	Explore the concept of significance in regards to Stone Age to Iron Age and Ancient Rome	Explore the concept of significance in regards to Ancient Egypt and the Anglo Saxon/Scot settlement in Britain	Explore the concept of significance in regards to Ancient Greece, the Viking and Anglo Saxons struggle for England and Victorian Britain	Explore the concept of significance in regards to WWI, WW2 and Mayans

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		achievement,	ldentifying that	Begin to address questions about	Ask and answer questions	Begin to devise and address	Devise and address historically
		impact	certain individuals	significance	about significance	historically valid questions about	valid questions about significance
			and events have had	l	l	significance	
Significance		ldentify why some	an impact locally,	Understand that interpretation	Understand that interpretation		Understand that interpretation of
		specific individuals	nationally and	of sources is critical in	of sources is critical in	Understand that interpretation of	sources is critical in
ļ		are significant both	internationally	understanding significant	understanding significance and	sources is critical in understanding	understanding significant and
!		locally and			begin to use primary and	significance and begin to use primary	begin to use primary and
ļ		nationally —	Compare significant	Select what is most significant	secondary sources to	and secondary sources to understand	secondary sources to understand
ļ		Rochdale Pioneers	people from different	in a historical account	understand that there is more	that there is more than one view on	that there is more than one view
ļ		– changes in	periods of history		than one view on significance	significance	on significance
ļ		shopping		Express preferences and personal			
ļ			Sequence the story of	responses to significance in topics	Select what is most significant	Evaluate what is most significant in	Critically evaluate what is most
ļ		Sequence the story	a significant event or	being studied and back-them up	in a historical account and	a historical account and understand	significant in a historical account
		of a significant	individual and begin	with evidence/facts.	understand people have	people have different views, giving	and understand people have
		historical figure or	to express preferences		different views	reasons why these may exist,	different views, giving reasons
ļ		event and	and justify them			considering the possibility of bias	why these may exist, considering
ļ		appreciate that	with evidence / facts		Express preferences and		the possibility of bias
1		some famous people	(eg. Who was the		personal responses to	Understand that views can change	
ļ		have helped our	greatest queen?)		significance in topics being	in light of new significant evidence	Understand that views can
ļ		lives be better	· ·		studied and back-them up		change in light of new significant
ļ		today			with evidence/facts.	Express preferences and personal	evidence
ļ						responses to significance in topics	
!						being studied and back-them up with	Express preferences and personal
ļ						evidence/facts.	responses to significance in topics
ļ							being studied and back-them up
ļ							with evidence/facts.
Similarity	Talk about	ldentify similarities	ldentify similarities	Begin to address questions about	Ask and answer questions	Begin to devise and address	Devise and address historically
J	similarities and	and difference	and difference within	similarity and difference	about similarity and difference	historically valid questions about	valid questions about similarity
and	differences between	between people	and beyond living		3	similarity and difference	and difference
Difference	myself and others	events and objects	memory	Identify some similarities and	Identify some similarities and	3	
ļ	and between past	within living	3	differences between the past and	differences between the past	Identify some similarities and	ldentify some similarities and
ļ	figures from stories	memory	Identify similarities	today, within a period of	and today, within a period of	differences between the past and	differences between the past and
Concepts	3	3	and difference	history and between different	history and between different	today, within a period of history and	today, within a period of history
linked:			between objects,	periods of history linked to:	periods of history linked to:	between different periods of history	and between different periods of
ili incu.			individuals and their	*housing, society, food,	*housing, society, food,	linked to:	history linked to:
\sim			time periods	entertainment, beliefs etc	entertainment, beliefs etc	*housing, society, food,	*housing, society, food,
(a)			'		·	entertainment, beliefs etc	entertainment, beliefs etc
					Begin to hypothesis why things	,	·
Similarity and difference					may be similar or different,	Hypothesis why things may be similar	Independently hypothesis why
onina ny and difference					using evidence to seek answers	or different, using evidence to seek	things may be similar or
]	answers	different, using evidence to seek
							answers
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Continuity	ldentify that some	ldentify that things	Identify that things	Begin to address questions about	Ask and answer questions	Begin to devise and address	Devise and address historically
3	things change and	have changed	have changed within	continuity and change	about continuity and change	historically valid questions about	valid questions about continuity
and Change	some things have	within living	and beyond living			continuity and change	and change
Concepts	stayed the same	memory and some	memory and some	ldentifying continuity and	Identifying continuity and		-
linked:	e.g. growing up,	have stayed the	have stayed the same	changes linked to Stone, Bronze	change linked to Ancient	ldentifying continuity and change	Identifying continuity and change
ttrikea.	changing	same eg toys	ldentifying WHY	to Iron Ages/Roman Britain	Egypt/ Anglo Saxon periods	linked to Viking Britain/ Ancient	linked to Mayans through:
	teachers/classrooms		some things have	through:	through:	Greece/Victorian Britain through:	*housing, society, food,
*	etc.	ldentifying that	stayed the same	*housing, society, food,	*housing, society, food,	*housing, society, food,	entertainment, beliefs etc
		there are reasons	throughout history	entertainment, beliefs etc	entertainment, beliefs etc	entertainment, beliefs, education etc	
Continuity and change		for continuities	and others have				Identifying the continuity and
		and changes and	changes	Identifying the continuity and	Identifying the continuity and	Identifying WHY some things have	change from WWI and WW2
		stating some of		changes in holidaying in	change of St Leonards church	stayed the same throughout history	
		these	ldentifying good and	Middleton		and others have changes	Identifying WHY some things
			bad reasons for		Identifying WHY some things		have stayed the same throughout
			continuity and	Identifying WHY some things	have stayed the same	Identifying good and bad reasons for	history and others have changes
			change	have stayed the same	throughout history and others	continuity and change	
				throughout history and others	have changes		Identifying good and bad reasons
				have changes			for continuity and change
					Identifying good and bad		
				Identifying good and bad	reasons for continuity and		
				reasons for continuity and	change		
				change			
Cause and	Identify that	Talk about why	Identify that certain	Begin to address questions about	Ask and answer questions	Begin to devise and address	Devise and address historically
Consequence	certain choices	events happened	events and	cause and consequence	about cause and consequence	historically valid questions about	valid questions about cause and
30/1000/01000	have a consequence	and what	individuals have had			cause and consequence	consequence
	to them	happened as a	ma jor consequences	Explore the concept of cause and	Explore the concept of cause		
Concepts		result	(positive or negative)	consequence linked to the topics	and consequence linked to the	Explore the concept of cause and	Explore the concept of cause and
linked:		E 1 : .1.	in history	of Stone Age to Iron Age,	topics of the settlement of the	consequence linked to the topics of	consequence linked to the topics of
tti tica.		Explain why an	II act ii a	Roman Britain and changes in holidaying eg Identifying the	Anglo Saxons and Scots and	the AS and Vikings, Ancient Greece	WWI, WW2 and Mayans
wed !		important person	Identify why events		Ancient Egypt eg Identifying the cause of settlement near	and Victorian Rochdale eg	Independently investigate and give
A STATE OF THE STA		from history acted	happened or why a person acted as they	ma jor causes of advancement from Stone to Bronze to Iron;	the Nile for the Ancient	Identifying the consequences of Greek achievements on the Western world	Independently investigate and give accurate reasons for events in the
- 12		the way they did and what the	did and the	Identifying the causes for the	Equptians and consequences	- democracy, philosophy, medicine,	past and talk about the
Cause and consequence		impact of this was	consequences	invasion of Britain by the	Egyptians and consequences	language etc.	positive/negative consequences
		impact of trus was	Consequences	Romans and the consequences	Investigate and give reasons for	uriguage etc.	positive/ riegative consequences
			Identify how events	that it had on Britain	events in the past and talk		Describe the impact of events and
			from history are so	STATE OF THE STATE	about the positive/negative	Independently investigate and give	people in the more distant past on
			significant that they	Begin to investigate and give	consequences	accurate reasons for events in the	modern life
			are remembered each	reasons for events in the past		past and talk about the	
			year — Remembrance	and talk about the	Describe the impact of events	positive/negative consequences	Debate, discuss and compare
			5-20.	positive/negative consequences	and people in the more distant		differing opinions about historical
			Know that	j , , , , , , , , , , , , , , , , , , ,	past on modern life	Describe the impact of events and	cause and effect
			consequences could be		['	people in the more distant past on	
			negative or positive			modern life	
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				Describe the impact of events in		Debate and discuss differing opinions	
				the more distant past on		about historical cause and effect	
				modern life			
Enquiry and	Enquiry and	Enquiry and	Enquiry and	Enquiry and Interpretation of	Enquiry and Interpretation of	Enquiry and Interpretation of	Enquiry and Interpretation of
	Interpretation of	Interpretation of	Interpretation of	Evidence	Evidence	Evidence	Evidence
Evidence	Évidence	Évidence	Évidence				
				Carry out small independent	Carry out independent enquiry	Carry out independent enquiry by	Carry out independent enquiry by
Concepts	Start to ask simple	Guided enquiry	Guided enquiry	enquiry by asking and	by asking and answering	asking and answering questions,	asking and answering historically
•	questions about the			answering questions, using a	questions, using a range of	using a range of pre-selected	valid questions, using a range of
linked:	past	Start to ask and	Start to ask and	range of pre-selected primary	pre-selected primary and	primary and secondary sources	pre-selected primary and
		answer simple	answer simple	and secondary sources	secondary sources		secondary sources; thinking
@		questions about	questions about			Understand the difference between	critically, reasoning, researching
	Listens to stories,	people, objects or	people, objects or	Understand the difference	Understand the difference	primary and secondary sources	and debating
Enquiry and evidence	looks at pictures	events from within	events from within	between primary and secondary	between primary and		
Enquiry and evidence	and artefacts to	living memory;	and beyond living	sources	secondary sources	Understand that sources can	Understand the difference
	find out about the	using sources pre-	memory, using pre-			represent the past in different ways	between primary and secondary
	past	selected	selected sources	Use sources to make	Understand that sources can	and may contradict each other	sources
	'			independent decisions and	represent the past in different		
		Know that	Show understanding	justifications	ways and may contradict each	Independently select sources to provide	Understand that sources can
	Organisation and	information can be	of some ways we find		other	evidence, make decisions and	represent the past in different
	Communication	retrieved from	out about the past eq	ldentify why sources can be		justifying	ways and may contradict each
		books, computers,	books, computers,	limited eg for the Stone, Bronze	Use sources to make		other
	Talk about past	photos and	older people and	and Iron ages	independent decisions and	Use sources to interpret viewpoints	
	and present events	artefacts etc	identify different		justifications	and why they differ; explore bias,	Independently select sources to
	in own and family		ways in which it is	Understand sources can		validity and contradictions	provide evidence, make decisions
	life	ldentify artefacts	represented	represent the past in different	Question the validity of sources		and opinions and justify
		as old or new and		ways		Identify the usefulness of sources and	
	Represent their own	describe some	Know what certain		ldentify why sources can be	why sources can be useful in a	Construct informed responses that
	ideas, thoughts	simple similarities	objects in the past	Use and explore the role of	useful in a variety of ways —	variety of ways — inaccuracies can	involve thoughtful selection and
	and feelings	and differences	might have been used	artefacts, describe similarities	inaccuracies can tell us more	tell us more about those who produce	organisation of relevant historical
	through design		for, describe	and differences and make	about those who produce	evidence	information
	technology, art,	Organisation and	similarities and	inferences	evidence		
	music, dance, role	Communication	difference between			Identify why the amount of written	Identify the effectiveness of sources
	play and stories		artefacts	Organisation and	ldentify why the amount of	primary sources varies depending on	as evidence and use sources to
		Talk, draw or		Communication	written primary sources varies	individual time periods	interpret viewpoints and why they
		write about aspects	Organisation and		depending on individual time		differ; exploring bias, validity and
		of the past	Communication	Relay own account and	periods	Know how historical artefacts have	contradictions
				understand that others may		been used to build a picture of the	
		Relay own account	Record what they	give a different version	Know how historical artefacts	past	ldentifying why sources can be
		of an event	have learnt by		have been used to build a		useful in a variety of ways —
			drawing and writing	Present research findings to an	picture of the past	Organisation and Communication	inaccuracies can tell us more
				audience, using appropriate			about those who produce evidence
				vocab			

			Relay own account of an event and understand that others may give a different version Use wide vocab of everyday historical terms to speak about how they found out about the past	Speak about how they found out about the past	Organisation and Communication Communicate their learning in an organised and structured way, using appropriate terminology Speak about how they found out about the past	Provide an account of a historical event based on more than one source Present findings and communicate knowledge and understanding in different ways, using appropriate terminology Speak about how they found out about the past	Identify why the amount of written primary sources varies depending on individual time periods Know how historical artefacts have been used to build a picture of the past Organisation and Communication Provide an account of a historical event based on more than one source, making accurate use of research Present findings and communicate knowledge and understanding in different ways, using appropriate terminology Speak about how they found out about the past
Knowledge and Understanding of People, People and Events Continue Continue	Talk about their own and family history Talk about the lives of people around them and their role in society Understand the past, through stories and images etc	Explore changes within living memory eg through toys and shopping Explore significant individuals who have contributed to national and global achievements eg N Armstrong Explore significant changes and people in the locality	Explore events beyond living memory eg GFOL Explore and compare significant individuals who have contributed to national and global achievements eg Queens Compare life in different periods Explore significant events in the locality	Explore changes in Britain from the Stone Age to the Iron Age Explore the Roman Empire and its impact on Britain Explore changes in holidaying in Middleton	Explore Britain's settlement by Anglo-Saxons and Scots Explore Anglo Saxon influence on our locality and St Leonards Church Explore the achievements of the earliest civilisations, with an in depth study of Ancient Egypt	Explore the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Explore life in Ancient Greece, the achievements of Ancient Greeks and their influence on the western world Explore Victorian Rochdale	Explore the non-European society of the Mayans Explore the impact of the World Wars on Britain and our locality