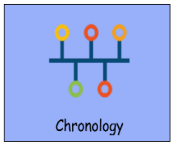
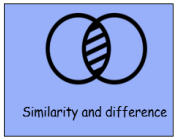
History Progression Document

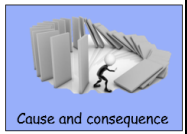
Three and Four-Year-Olds	Understanding the World		• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding 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.

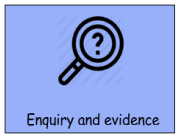
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
• Develop an awareness of the past, using common words and phrases relating to the passing of time • Know where the people and events they study fit within a chronological framework and identify similarities and 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]	• 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 • understand how our knowledge of the past is constructed from a range of sources • 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; • 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;

• significant historical events, people and places in their own locality	• 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	Y1	Y2	Y3	Y4	Y5	Y6
Chronology Concepts linked:  	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 age-iron 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, WWI/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

		achievement, impact Identify why some specific individuals are significant both locally and nationally – Rochdale Pioneers – changes in shopping Sequence the story of a significant historical figure or event and appreciate that some famous people have helped our lives be better today	Identifying that certain individuals and events have had an impact locally, nationally and internationally Compare significant people from different periods of history Sequence the story of a significant event or individual and begin to express preferences and justify them with evidence / facts (eg. Who was the greatest queen?)	Begin to address questions about significance Understand that interpretation of sources is critical in understanding significant Select what is most significant in a historical account Express preferences and personal responses to significance in topics being studied and back-them up with evidence/facts.	Ask and answer questions about significance Understand that interpretation of sources is critical in understanding significance and begin to use primary and secondary sources to understand that there is more than one view on significance Select what is most significant in a historical account and understand people have different views Express preferences and personal responses to significance in topics being studied and back-them up with evidence/facts.	Begin to devise and address historically valid questions about significance Understand that interpretation of sources is critical in understanding significance and begin to use primary and secondary sources to understand that there is more than one view on significance Evaluate what is most significant in a historical account and understand people have different views, giving reasons why these may exist, considering the possibility of bias Understand that views can change in light of new significant evidence Express preferences and personal responses to significance in topics being studied and back-them up with evidence/facts.	Devise and address historically valid questions about significance Understand that interpretation of sources is critical in understanding significant and begin to use primary and secondary sources to understand that there is more than one view on significance Critically evaluate what is most significant in a historical account and understand people have different views, giving reasons why these may exist, considering the possibility of bias Understand that views can change in light of new significant evidence Express preferences and personal responses to significance in topics being studied and back-them up with evidence/facts.
Similarity and Difference Concepts linked: 	Talk about similarities and differences between myself and others and between past figures from stories	Identify similarities and difference between people events and objects within living memory	Identify similarities and difference within and beyond living memory Identify similarities and difference between objects, individuals and their time periods	Begin to address questions about similarity and difference Identify some similarities and differences between the past and today, within a period of history and between different periods of history linked to: *housing, society, food, entertainment, beliefs etc	Ask and answer questions about similarity and difference Identify some similarities and differences between the past and today, within a period of history and between different periods of history linked to: *housing, society, food, entertainment, beliefs etc Begin to hypothesis why things may be similar or different, using evidence to seek answers	Begin to devise and address historically valid questions about similarity and difference Identify some similarities and differences between the past and today, within a period of history and between different periods of history linked to: *housing, society, food, entertainment, beliefs etc Hypothesis why things may be similar or different, using evidence to seek answers	Devise and address historically valid questions about similarity and difference Identify some similarities and differences between the past and today, within a period of history and between different periods of history linked to: *housing, society, food, entertainment, beliefs etc Independently hypothesis why things may be similar or different, using evidence to seek answers

Continuity and Change Concepts linked:  	Identify that some things change and some things have stayed the same e.g. growing up, changing teachers/classrooms etc.	Identify that things have changed within living memory and some have stayed the same eg toys Identifying that there are reasons for continuities and changes and stating some of these	Identify that things have changed within and beyond living memory and some have stayed the same Identifying WHY some things have stayed the same throughout history and others have changes Identifying good and bad reasons for continuity and change	Begin to address questions about continuity and change Identifying continuity and changes linked to Stone, Bronze to Iron Ages/Roman Britain through: *housing, society, food, entertainment, beliefs etc Identifying the continuity and changes in holidaying in Middleton Identifying WHY some things have stayed the same throughout history and others have changes Identifying good and bad reasons for continuity and change	Ask and answer questions about continuity and change Identifying continuity and change linked to Ancient Egypt/ Anglo Saxon periods through: *housing, society, food, entertainment, beliefs etc Identifying the continuity and change of St Leonards church Identifying WHY some things have stayed the same throughout history and others have changes Identifying good and bad reasons for continuity and change	Begin to devise and address historically valid questions about continuity and change Identifying continuity and change linked to Viking Britain/ Ancient Greece/Victorian Britain through: *housing, society, food, entertainment, beliefs, education etc Identifying WHY some things have stayed the same throughout history and others have changes Identifying good and bad reasons for continuity and change	Devise and address historically valid questions about continuity and change Identifying continuity and change linked to Mayans through: *housing, society, food, entertainment, beliefs etc Identifying the continuity and change from WWI and WW2 Identifying WHY some things have stayed the same throughout history and others have changes Identifying good and bad reasons for continuity and change
Cause and Consequence Concepts linked:  	Identify that certain choices have a consequence to them	Talk about why events happened and what happened as a result Explain why an important person from history acted the way they did and what the impact of this was	Identify that certain events and individuals have had major consequences (positive or negative) in history Identify why events happened or why a person acted as they did and the consequences Identify how events from history are so significant that they are remembered each year – Remembrance Know that consequences could be negative or positive	Begin to address questions about cause and consequence Explore the concept of cause and consequence linked to the topics of Stone Age to Iron Age, Roman Britain and changes in holidaying eg **Identifying the major causes of advancement from Stone to Bronze to Iron; Identifying the causes for the invasion of Britain by the Romans and the consequences that it had on Britain** Begin to investigate and give reasons for events in the past and talk about the positive/negative consequences	Ask and answer questions about cause and consequence Explore the concept of cause and consequence linked to the topics of the settlement of the Anglo Saxons and Scots and Ancient Egypt **eg Identifying the cause of settlement near the Nile for the Ancient Egyptians and consequences** Investigate and give reasons for events in the past and talk about the positive/negative consequences Describe the impact of events and people in the more distant past on modern life	Begin to devise and address historically valid questions about cause and consequence Explore the concept of cause and consequence linked to the topics of the AS and Vikings, Ancient Greece and Victorian Rochdale eg **Identifying the consequences of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.** Independently investigate and give accurate reasons for events in the past and talk about the positive/negative consequences Describe the impact of events and people in the more distant past on modern life	Devise and address historically valid questions about cause and consequence Explore the concept of cause and consequence linked to the topics of WWI, WW2 and Mayans Independently investigate and give accurate reasons for events in the past and talk about the positive/negative consequences Describe the impact of events and people in the more distant past on modern life Debate, discuss and compare differing opinions about historical cause and effect

				Describe the impact of events in the more distant past on modern life		Debate and discuss differing opinions about historical cause and effect	
Enquiry and Evidence Concepts linked:  	**Enquiry and Interpretation of Evidence** Start to ask simple questions about the past Listens to stories, looks at pictures and artefacts to find out about the past **Organisation and Communication** Talk about past and present events in own and family life Represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories	**Enquiry and Interpretation of Evidence** Guided enquiry Start to ask and answer simple questions about people, objects or events from within living memory; using sources pre-selected Know that information can be retrieved from books, computers, photos and artefacts etc Identify artefacts as old or new and describe some simple similarities and differences **Organisation and Communication** Talk, draw or write about aspects of the past Relay own account of an event	**Enquiry and Interpretation of Evidence** Guided enquiry Start to ask and answer simple questions about people, objects or events from within and beyond living memory, using pre-selected sources Show understanding of some ways we find out about the past eg books, computers, older people and identify different ways in which it is represented Know what certain objects in the past might have been used for, describe similarities and difference between artefacts **Organisation and Communication** Record what they have learnt by drawing and writing	**Enquiry and Interpretation of Evidence** Carry out small independent enquiry by asking and answering questions, using a range of pre-selected primary and secondary sources Understand the difference between primary and secondary sources Use sources to make independent decisions and justifications Identify why sources can be limited eg for the Stone, Bronze and Iron ages Understand sources can represent the past in different ways Use and explore the role of artefacts, describe similarities and differences and make inferences **Organisation and Communication** Relay own account and understand that others may give a different version Present research findings to an audience, using appropriate vocab	**Enquiry and Interpretation of Evidence** Carry out independent enquiry by asking and answering questions, using a range of pre-selected primary and secondary sources Understand the difference between primary and secondary sources Understand that sources can represent the past in different ways and may contradict each other Use sources to make independent decisions and justifications Question the validity of sources Identify why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence 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	**Enquiry and Interpretation of Evidence** Carry out independent enquiry by asking and answering questions, using a range of pre-selected primary and secondary sources Understand the difference between primary and secondary sources Understand that sources can represent the past in different ways and may contradict each other Independently select sources to provide evidence, make decisions and justifying Use sources to interpret viewpoints and why they differ; explore bias, validity and contradictions Identify the usefulness of sources and why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence 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**	**Enquiry and Interpretation of Evidence** Carry out independent enquiry by asking and answering historically valid questions, using a range of pre-selected primary and secondary sources; thinking critically, reasoning, researching and debating Understand the difference between primary and secondary sources Understand that sources can represent the past in different ways and may contradict each other Independently select sources to provide evidence, make decisions and opinions and justify Construct informed responses that involve thoughtful selection and organisation of relevant historical information Identify the effectiveness of sources as evidence and use sources to interpret viewpoints and why they differ; exploring bias, validity and contradictions Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence

			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 	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