

History Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mainly through exploration of the 'Understanding the World' area of learning	Through the teaching of: <ul style="list-style-type: none"> Changes Within Living Memory A Local History Study The British Seaside 	Through the teaching of: <ul style="list-style-type: none"> The Great Fire of London Significant Individuals – Explorers 	Through the teaching of: <ul style="list-style-type: none"> Stone Age to Iron Age Britain 	Through the teaching of: <ul style="list-style-type: none"> Vikings and Anglo-Saxons A Local History Study 	Through the teaching of: <ul style="list-style-type: none"> Ancient Egypt Ancient Maya 	Through the teaching of: <ul style="list-style-type: none"> World War 2 Ancient Greece
Chronological Understanding	Begin to make sense of their own life-story and family's history. (Dev. Matters 3-4 yrs) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> Show an awareness of the past using common words and phrases using the passing of time. Know where the people and events they study fit within a chronological framework. Use a wide vocabulary of everyday historical terms. 		<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Develop the appropriate use of historical terms. 			
		To place known events and objects in chronological order To sequence events and recount changes within living memory To use common words and phrases relating to the passing of time	To show an awareness of the past, using common words and phrases relating to the passing of time To describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods	To use an increasing range of common words and phrases relating to the passing of time To describe memories of key events in my life using historical vocabulary	To place some historical periods in a chronological framework To use historic terms related to the period of study	To use dates to order and place events on a timeline	
Organisation and Communication	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> Choose and use parts of stories and other sources to show that they know and understand key features of events. 		<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 			
		To talk, draw or write about aspects of the past	To use a wide vocabulary of everyday historical terms To speak about how I have found out about the past To record what I have learned by drawing and writing		To explain what I have learned in an organised and structured way, using appropriate terminology	To present findings and communicate knowledge and understanding in different ways To provide an account of a historical event based on more than one source	

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Historical Enquiry	<p>Talk about the lives of people around them and their roles in society.</p> <p>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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><u>National Curriculum</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask and answer questions 		<p><u>National Curriculum</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 			
		<p>To find answers to some simple questions about the past from simple sources of information</p> <p>To describe some simple similarities and differences between artefacts</p> <p>To sort artefacts from 'then' and 'now'</p> <p>To ask and answer relevant basic questions about the past</p>	<p>To ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events</p> <p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p>		<p>To use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>To use a variety of resources to find out about aspects of life in the past</p>	<p>To compare sources of information available for the study of different times in the past</p>	<p>To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>To understand how our knowledge of the past is constructed from a range of sources</p> <p>To make confident use of a variety of sources for independent research</p>
Historical Interpretations		<p><u>National Curriculum</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		<p><u>National Curriculum</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 			
		<p>To relate his/her own account of an event and understand that others may give a different version</p>	<p>To describe changes within living memory and aspects of change in national life</p> <p>To describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p> <p>To describe significant historical events, people and places in his/her own locality</p>		<p>To understand that sources can contradict each other</p>	<p>To make comparisons between aspects of periods of history and the present day</p> <p>To understand that the type of information available depends on the period of time studied</p> <p>To evaluate the usefulness of a variety of sources</p>	

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Understanding of events, people and changes	As above	<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. 		<u>National Curriculum</u> Pupils should be taught to: <ul style="list-style-type: none"> Note connections, contrasts and trends over time. 			
		To understand key features of events To identify some similarities and differences between ways of life in different periods To explore changes in living memory	To discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods To explore how life changed for Londoners after the Great Fire of London	To describe changes in Britain from the Stone Age to the Iron Age	To describe Britain's settlement by Anglo-Saxons and Scots To describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor To describe the Roman Empire and its impact on Britain To explore significant changes in the local area over time	To give some reasons for some important historical events To describe the achievements of the earliest civilizations with a deeper knowledge of Ancient Maya To describe a study of Ancient Egyptian life and achievements and their influence on the western world	To describe a study of Ancient Greek life and achievements and their influence on the western world To explore life on the Homefront during the Second World War To use evidence to support arguments