



History

Whole School Progression Document

January 2024

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>National Curriculum</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about:</p> <ul style="list-style-type: none"> ● 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 ● the lives of significant individuals in the past who have contributed to national and international achievements ● significant historical events, people and places in their own locality 		<p>National Curriculum</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about:</p> <ul style="list-style-type: none"> ● 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 civilisations - an overview of where and when the first civilisations 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 civilisation, including a study of Baghdad c AD900; Mayan civilisation c AD900; Benin (West Africa) C AD 900-1300 			

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V o c a b u l a r y	order, days, months, a long time ago, last week, yesterday, tomorrow, days of the week, event, now, next, later, memory, modern, old	living memory, beyond living memory, later, before, after, past, recent, present, use ordinal language: first, second etc	chronological, chronology,event, significant, change, younger, sequence	Anno Domini, before Christ,century, decade, monarch, historic, civilisation, society, culture	empire, invasion, settlement, native, millennium, millenia	era, period,commemoration	social, religious, political, technological and cultural
C h r o n o l o g i c a l U n d e r s t a n d i n g	Describe the routines of their daily lives Sequence the order of familiar events, eg, dressing, brushing teeth Talk about their special memories Understand things, including themselves, change over time Begin to show an understanding of time	Sequence events in their life Sequence 3-4 artefacts from distinctly different periods Match objects to people of different times Recognise the difference between past and present in their own and other's lives.	Sequence artefacts closer together in time and check with books Sequence photos, events or objects from different periods of their life Describe key memories of key events in their lives	Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past Use dates and terms related to the study unit and passing of time AD/BC	Put events, people, places and artefacts on a timeline Use terms related to the period and begin to date events e.g. 21 st Century for present and 19 th or 20 th century for past, AD, BC	Know and sequence key events of time studies Timelines to include national and local events Use relevant terms and period labels Make comparisons between different times in the past Identify changes within and across historical periods Use correct terminology as before but also include Tudors, Victorian etc	Put study unit on timeline in relation to other studies Use relevant terms and dates Describe main changes in periods of history

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V o c a b u l a r y	uses language linked to the senses of touch, see, smell and hear to comment on sources from the past	what, when, time, object, significant, impact, features of events, aspect of lives	artefact, What was it like...How long ago did it happen... similar, different, why, compare, connect	Record, select, evidence, characteristic, primary, secondary, contrast, sources, agriculture, economic	research, relevant, investigate, material, aspect, evaluate, construct	interpretation, reasons, reliability, trend	veracity, accuracy, omission, coherent, account
H i s t o r i c a l E n q u i r y	<p>Show interest in the past</p> <p>Generate simple questions about a given topic, eg, superheroes</p> <p>Ask questions to develop understanding about a topic of their choice</p> <p>Ask questions about objects (artefacts)and suggest a use</p> <p>Begin to use the correct words to describe an event in the past</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Begin to identify different ways to represent the past</p> <p>Ask questions using a range of vocabulary, eg, how, what, where, whe, why</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations, pictures and artefacts.</p> <p>Ask and answer questions</p> <p>Using sources and artefacts, begin to recognise why people did things, why events happened and what happened as a result.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details, artefacts, pictures.</p> <p>Visit historical buildings.</p> <p>Select and record info relevant to the study – suggest sources of evidence to use to help answer questions.</p> <p>Start to understand the difference between primary and secondary sources of evidence.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in a time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>	<p>Begin to use and identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Realise there is not often a single answer to historical questions</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Evaluate resources and form their own opinion.</p>

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V o c a b u l a r y	<p>timeline, research, information, festival, anniversary</p>	<p>fact, fiction, reliable, remembrance, museum, achievement</p>	<p>compare, version, discuss, reason, memorial, explorer, inventor,</p>	<p>represent, distinguish, identify, monarchy, reign</p>	<p>purpose, interpretation, historical narrative, influence, diverse</p>	<p>objective, subjective, misinformation</p>	<p>perspective, bias, propaganda, disinformation, complexity</p>
H i s t o r i c a l I n t e r p r e t a t i o n	<p>Understand media (text, photos, numbers) carries meaning</p> <p>Able to distinguish between real and imaginative figures, for example, a paramedic and a superhero</p> <p>Sort objects (artefacts) into then and now</p> <p>Explain how the past is different to today</p> <p>Give a view on why something happened in the past and/or how you know</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Use pictures and historical stories to build understanding and to support explanations</p>	<p>Compare 2 versions of a past events, eg, written or pictorial.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss the reliability of photos / accounts / stories.</p> <p>Use artefacts, internet – discuss reliability.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare a range of versions of the same event.</p> <p>Look at representations of the period – museums, cartoons etc.</p>	<p>Look at the range of sources and explain which might or might not be helpful to .</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p> <p>Give reasons as to why there may be different accounts in history.</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions - propaganda, misinformation.</p> <p>Confidently use books and internet for research.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same view and feelings.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>