

Progression in History

Autumn	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating
Y1 Autumn 2		Toys Choose and select evidence and say how it can be used to find out about the past.	Toys Sequence pictures from different periods; Describe memories and changes that have happened in their own lives; Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	Toys Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods;	Toys Talk, write and draw about things from the past;
Y2 Autumn 2	<u>Nurturing Nurses</u> Observe and use pictures, photographs and artefacts to find out about the past;	<u>Nurturing Nurses</u> Observe or handle evidence to ask simple questions about the past		<u>Nurturing Nurses</u> Identify similarities and differences between ways of life in different periods; Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past.	<u>Nurturing Nurses</u> Talk, write and draw about things from the past;
Y3 Autumn 2	<u>Stone Age to Iron Age</u> Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.	<u>Stone Age to Iron Age</u> Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;	<u>Stone Age to Iron Age</u> Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Understand and describe in some detail the main changes to an aspect in a period in history;	<u>Stone Age to Iron Age</u> Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	<u>Stone Age to Iron Age</u> Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;
Y4 Autumn 1	<u>Vikings and Anglo-Saxons</u> Investigate different accounts of historical events and be able	<u>Vikings and Anglo-Saxons</u> Construct informed responses about one aspect of life or a	<u>Vikings and Anglo-Saxons</u> Sequence several events, artefacts or historical figures on	<u>Vikings and Anglo-Saxons</u>	<u>Vikings and Anglo-Saxons</u> Present, communicate and organise ideas about the past

Progression in History

	to explain some of the reasons why the accounts may be different.	key event in the past through careful selection and organisation of relevant historical information; G ather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past;	a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;	Find out about the everyday lives of people in time studied compared with our life today; Identify key features, aspects and events of the time studied;	using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
Y5 Autumn 1		<u>Railways</u> Use a range of sources to find out about the past; C onstruct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Regularly address and sometimes devise own questions to find answers about the past;	<u>Railways</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;	<u>Railways</u> Note key changes over a period of time and be able to give reasons for those changes; Identify key features, aspects and events of the time studied; Describe connections and contrasts between aspects of history, people, events and artefacts studied.	<u>Railways</u> Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
Y6 Autumn 1	<u>Ancient Egypt</u> Find and analyse a wide range of evidence about the past;	<u>Ancient Egypt</u> Use a wide range of different evidence to collect evidence about the past, such as pictures, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; Investigate their own lines of enquiry by posing historically valid questions to answer.	<u>Ancient Egypt</u> Understand how some historical events/periods occurred concurrently in different locations.	<u>Ancient Egypt</u> Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	<u>Ancient Egypt</u> Know and show a good understanding of historical vocabulary including abstract terms such as civilisation, political, economic, cultural, religious;

Progression in History

Spring	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating
Y1 Spring 1	<u>The Great Fire of London</u> Observe and use pictures, photographs and artefacts to find out about the past; Explain that there are different types of evidence and sources that can be used to help represent the past.	<u>The Great Fire of London</u> Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;	<u>The Great Fire of London</u> Sequence artefacts and events that are close together in time; Order dates from earliest to latest on simple timelines; Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	<u>The Great Fire of London</u> Recognise some similarities and differences between the past and the present; Know and recount episodes from stories and significant events in history;	<u>The Great Fire of London</u> Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past;
Y2 Spring 2				<u>Pirates – The Great Explorers</u> Identify similarities and differences between ways of life in different periods; Describe significant individuals from the past.	<u>Pirates – The Great Explorers</u> Talk, write and draw about things from the past;
Y3 Spring 1		<u>The Romans</u> Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past; Begin to undertake their own research.	<u>The Romans</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;	<u>The Romans</u> Note key changes over a period of time and be able to give reasons for those changes; Explain how people and events in the past have influenced life today; Identify key features, aspects and events of the time studied;	<u>The Romans</u> Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; Start to present ideas based on their own research about a studied period.

Progression in History

<p>Y4 Spring 1</p>		<p><u>Riotous Royalty</u> Use a range of sources to find out about the past; Begin to undertake their own research.</p>	<p><u>Riotous Royalty</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p><u>Riotous Royalty</u> Note key changes over a period of time and be able to give reasons for those changes; Identify key features, aspects and events of the time studied;</p>	<p><u>Riotous Royalty</u> Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p>
<p>Y5 Spring 1</p>		<p><u>WWII</u> Use a range of sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past;</p>	<p><u>WWII</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p><u>WWII</u> Note key changes over a period of time and be able to give reasons for those changes; Identify key features, aspects and events of the time studied;</p>	<p><u>WWII</u> Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p>
<p>Y6 Spring 1</p>	<p><u>Ancient Greece</u> Find and analyse a wide range of evidence about the past;</p>	<p><u>Ancient Greece</u> Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and</p>	<p><u>Ancient Greece</u> Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Understand and describe in some detail the main changes to an aspect in a period in history;</p>	<p><u>Ancient Greece</u> Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs</p>	<p><u>Ancient Greece</u> Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries,</p>

Progression in History

		construct detailed, informed responses;		and the everyday lives of men, women and children.	letters, information/travel guides, posters, news reports;
Summer	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating
Y1 Summer 1	<u>Kings and Queens</u> Observe and use pictures, photographs and artefacts to find out about the past; Start to use stories or accounts to distinguish between fact and fiction; Explain that there are different types of evidence and sources that can be used to help represent the past.	<u>Kings and Queens</u> Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Choose and select evidence and say how it can be used to find out about the past.	<u>Kings and Queens</u> order dates from earliest to latest on simple timelines;	<u>Kings and Queens</u> Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods; Describe significant individuals from the past.	<u>Kings and Queens</u> Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;
Y2 Summer 2	<u>Travel and Transport</u> Observe and use pictures, photographs and artefacts to find out about the past;	<u>Travel and Transport</u> Observe or handle evidence to ask simple questions about the past; Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;	<u>Travel and Transport</u> sequence pictures from different periods; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	<u>Travel and Transport</u> Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods; Describe significant individuals from the past.	<u>Travel and Transport</u> Use drama/role play to communicate their knowledge about the past.
Y3 Summer 1		<u>Anglo-Saxons and Celts</u> Use a range of sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own	<u>Anglo-Saxons and Celts</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;	<u>Anglo-Saxons and Celts</u> Find out about the everyday lives of people in time studied compared with our life today; Identify key features, aspects and events of the time studied;	<u>Anglo-Saxons and Celts</u> Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;

Progression in History

		questions to find answers about the past;			Start to present ideas based on their own research about a studied period.
Y4 Summer 1	<u>Crime and Punishment</u> Look at more than two versions of the same event or story in history and identify differences; Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	<u>Crime and Punishment</u> Use a range of sources to find out about the past; Regularly address and sometimes devise own questions to find answers about the past;	<u>Crime and Punishment</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	<u>Crime and Punishment</u> Find out about the everyday lives of people in time studied compared with our life today; Identify key features, aspects and events of the time studied; Describe connections and contrasts between aspects of history, people, events and artefacts studied.	<u>Crime and Punishment</u> Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
Y5 Summer 1	<u>Shang Dynasty</u> Find and analyse a wide range of evidence about the past; Begin to evaluate the usefulness of different sources.	<u>Shang Dynasty</u> Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses;	<u>Shang Dynasty</u> Accurately use dates and terms to describe historical events; Understand and describe in some detail the main changes to an aspect in a period in history; Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	<u>Shang Dynasty</u> Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	<u>Shang Dynasty</u> Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; Plan and present a self-directed project or research about the studied period.
Y6 Summer 1		<u>Early Islamic Civilisation</u> Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;	<u>Early Islamic Civilisation</u> Accurately use dates and terms to describe historical events;	<u>Early Islamic Civilisation</u> Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the past;	<u>Early Islamic Civilisation</u> Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; Present, communicate and organise ideas about from the

Progression in History

		<p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>		<p>Examine causes and results of great events and the impact these had on people;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p>
--	--	--	--	---	---