

## Progression of learning: History

|  | <b>Chronological knowledge and understanding:</b>   | <b>Significant events, changes and ways of life in local, British and world history:</b>   | <b>Interpretation of sources:</b>   |
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| Early Years<br><br>Laying the foundations<br><br> | <ul style="list-style-type: none"> <li>Organise events into a basic chronology</li> <li>Listen to stories and understand the past</li> <li>Know the difference between 'yesterday' 'today'</li> </ul> | <ul style="list-style-type: none"> <li>Talk about a range of fictional and non-fictional characters from the past</li> <li>Listen to stories about the past</li> <li>Know some characters from the past through stories and non-fiction texts</li> </ul> | <ul style="list-style-type: none"> <li>Talk about images from the past</li> <li>Say some things that are the same and different – past/present</li> <li>Talk about the people of the past in stories</li> </ul> |

|  | <b>Chronological knowledge and understanding:</b>   | <b>Significant events, changes and ways of life in local, British and world history:</b>   | <b>Interpretation of sources:</b>  | <b>Historical Enquiry</b>   |
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| Year 1<br><br>Seed<br><br> | <ul style="list-style-type: none"> <li>Match objects to people of ages.</li> <li>Describe some characteristics of images -past and present.</li> <li>Remembers parts of stories and memories about the past</li> <li>Know the difference between the past and present.</li> <li>Sequence objects identifying old and new.</li> <li>Recognise passing of time within and beyond living memory e.g. lunchtime/ home time yesterday/today a long time ago.</li> <li>Recognise how something has changed within their living memory.</li> <li>Understand the key vocabulary: old, new, past, present, yesterday,</li> </ul> | <ul style="list-style-type: none"> <li>Understand that historical events happened a long time ago.</li> <li>Describe and make comparisons between the characteristics of the past and present</li> <li>Say how some familiar buildings, objects and places have changed over time</li> </ul> | <ul style="list-style-type: none"> <li>Ask questions about unknown objects and begin to answer them with support.</li> <li>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</li> </ul> | <ul style="list-style-type: none"> <li>To talk about similarities and differences between ways of life in different periods.</li> <li>Understand that in the past people may have lived in different ways and begin to identify differences</li> <li>To talk about similarities and differences between ways of life in different periods.</li> <li>Understand that in the past people may have lived in different ways and begin to identify differences.</li> </ul> |

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|   | a long time ago, day, year and month  |   |   |   |
| <p>Year 2</p> <p>Sprouting seed</p>  | <ul style="list-style-type: none"> <li>Place key events of a significant event in chronological order</li> <li>With support, locate the date of a significant event on a historical timeline</li> <li>Physically sequence some events from a significant individual's life</li> <li>Uses past and present when telling others about the changes studied</li> <li>Identify and place where a time period studied happened in comparison to today.</li> </ul> | <ul style="list-style-type: none"> <li>Can find similarities and differences of buildings during 1666 and today</li> <li>Can make comparisons to firefighting today and in 1666</li> <li>Recounts main events of a significant event/person's life</li> <li>Describe and make comparisons between images of a small number of people, events, places</li> </ul>   | <ul style="list-style-type: none"> <li>Understand that things are represented in different ways (sources) e.g. pictures, models, artefacts.</li> <li>Ask questions and, with support, answer them using information given.</li> <li>Understand the key vocabulary: artefacts, sources, compare, contrast.</li> <li>Compare 2 versions of a past event</li> <li>compare pictures or photographs of people or events in the past.</li> </ul>  | <ul style="list-style-type: none"> <li>Use a source – ask why, what, who, how, where questions</li> <li>Explore and discuss an unknown source (a painting of the Great Fire of London)</li> <li>Chooses and uses parts of stories and other sources to show understanding.</li> </ul>   |
| <p>Year 3</p> <p>Sprout</p>         | <ul style="list-style-type: none"> <li>Understand the key vocabulary BC/AD.</li> <li>Use known dates related to the passing of time.</li> <li>Place significant dates on a simple timeline</li> <li>Sequence artefacts from different ages studied</li> <li>Uses words and phrases relating to the passing of time such as: century, decade, period.</li> <li>Make comparisons about the way of life in different time periods studied</li> </ul>           | <ul style="list-style-type: none"> <li>Know that people lived very differently in time periods learned</li> <li>Identify and sort artefacts/images from time periods learned</li> <li>Know where/When the Mayans existed</li> <li>Know the key aspects of civilisations learned – culture, religion, roles, farming, trade</li> </ul> <p><b>Understand the impact of the Roman Empire on Britain including:</b></p> <ul style="list-style-type: none"> <li>The Roman Empire by AD 42 and the power of its army</li> <li>British resistance</li> </ul> <p><b>Understand key aspects of life from Stone Age to Bronze Age</b></p> <ul style="list-style-type: none"> <li>Know key aspects of Hunter-gatherer lifestyle</li> </ul> | <ul style="list-style-type: none"> <li>Observe and describe how objects, people, places change throughout a time period.</li> <li>Begin to talk about which historical sources are most useful to give us information.</li> <li>Find information independently and use sources of information in ways that go beyond simple explanations to answer questions.</li> <li>Understand the key vocabulary: Ancient, evidence, fossil.</li> </ul> | <ul style="list-style-type: none"> <li>Explore the significance of artefacts and places and what these can/can't tell us about people of this time.</li> <li>Devise historical questions by looking at sources (photos., artefacts and information</li> <li>Answer historical questions by selecting sources and recording information relevant to the study</li> </ul> |

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|  |   | <ul style="list-style-type: none"> <li>• Interpret lifestyle in this time through stories</li> <li>• Understand tribal kingdoms and cultures</li> </ul>  |   |  |
| <p>Year 4</p> <p>Sapling</p>  | <ul style="list-style-type: none"> <li>• Be able to describe changes that occur across different periods of time</li> <li>• Understand the key vocabulary: chronological, century, decade</li> <li>• Use maps and a class time line to locate and position time periods studied</li> <li>• Consider what was happening in UK during the period.</li> <li>•</li> </ul> | <p><b>Understand the impact of the Roman Empire on Britain including:</b></p> <ul style="list-style-type: none"> <li>• The Roman Empire by AD 42 and the power of its army</li> <li>• The successful invasion by Claudius and conquest, including Hadrian's Wall.</li> <li>• British resistance</li> </ul> <p><b>Say who the Anglo-Saxons were and when and why they invaded Britain.</b></p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in AD 410.</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>• Anglo-Saxon art and culture.</li> <li>• Christian conversion.</li> </ul> <p><b>To know about some achievements of the earliest civilisations</b></p> <ul style="list-style-type: none"> <li>• Understand key vocabulary: civilisation, empire, military, settlement, invaders, settlers.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe, describe and compare objects, places, people and events and offer explanations for this.</li> <li>• Begin to select and combine different information from different sources to help answer questions.</li> <li>• To develop an understanding of cause and consequence.</li> <li>• Show some understanding that events and results can be interpreted in different ways.</li> <li>• Consider what sources of information can be used to answer questions and select information from sources provided.</li> <li>• Know that there are different interpretations of life during this time.</li> <li>• Begin to evaluate the usefulness of different sources for telling us about life at this time.</li> </ul> | <ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Ask a variety of questions</li> <li>• Use primary and secondary sources of evidence</li> <li>• Suggest sources of evidence from a selection provided to help answer questions</li> <li>• Use sources of information in ways which go beyond simple observation</li> <li>• Ask and answer questions about artefacts and sources</li> <li>• Use artefacts to develop understanding of life, culture and social structure of times studied</li> <li>• To ask perceptive questions about the past.</li> </ul> |
| <p>Year 5</p> <p>Small tree</p>  | <ul style="list-style-type: none"> <li>• Explore concurrent timelines with events in another place in the world.</li> <li>• Know what was happening in Britain during this time</li> </ul>  | <p><b>Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the</li> </ul>   | <ul style="list-style-type: none"> <li>• Compare accounts and present finding of events from different sources – fact or fiction</li> <li>• Evaluate the usefulness of a variety of sources</li> </ul>  | <ul style="list-style-type: none"> <li>• Use evidence to build up an accurate picture of a past event</li> <li>• Select relevant sections of information</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Identify changes within this period of time</li> <li>• Sequence eras within British History</li> <li>• Be able to fit people and periods into a chronological framework.</li> <li>• Begin to recognise continuity and changes and give reasons for these.</li> </ul>  | <p>Great and Athelstan.</p> <ul style="list-style-type: none"> <li>• Further Viking invasions and Danegeld.</li> <li>• Anglo-Saxon laws and justice.</li> </ul> <p><b>Understand the Life in Ancient Greece including their achievements and influence on the western world</b></p> <ul style="list-style-type: none"> <li>○ Say when the Ancient Greek people lived and their impact on the western world - through their Art and Culture</li> <li>○ Describe some key facts about the Battle of Marathon and the Trojan War.</li> <li>○ Talk about some Ancient Greek gods and know some features of Greek myths – Through English lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Offer some different reasons for different representations of the past</li> <li>• To understand cause and consequence in the context of historical events.</li> <li>• Draw conclusions consistent with the evidence.</li> <li>• To think critically about evidence and its usefulness.</li> <li>• Begin to produce structured account e.g. a chronological report using dates and terms.</li> <li>• Understand key vocabulary: social, economic, philosophy.</li> </ul>  | <ul style="list-style-type: none"> <li>• Choose some reliable sources of evidence to answer questions and justify choice</li> <li>• Begin to identify primary and secondary sources</li> <li>• Asks a range of questions about times, exploring how there is more than one answer to historical question</li> </ul>   |
| <p>Year 6</p> <p>Mature tree with fruit</p>  | <ul style="list-style-type: none"> <li>• Order historical events studied on a British timeline</li> <li>• Identify historical events and significant changes in Britain.</li> <li>• Make connections, contrasts, and trends over time in relation to time periods studied</li> <li>• Sequence key events in time periods covered on a timeline.</li> <li>• Use timelines to demonstrate some changes and developments in cultures, technology, religion and/or society.</li> <li>• Establish a clear narrative of the lead up to a turning point in British History</li> <li>• Be able to make links between features within and across different periods</li> </ul> | <p><b>Study and aspect or theme in British History that extends pupils chronological knowledge beyond 1066 including:</b></p> <ul style="list-style-type: none"> <li>• Study key events in World War 2, including the investigation of a significant turning point in British History, i.e. the Battle of Britain.</li> </ul>   | <ul style="list-style-type: none"> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• Suggest ways that we can check the accuracy of sources</li> <li>• To understand cause and consequence in the context of historical events.</li> <li>• Draw conclusions consistent with the evidence.</li> <li>• To think critically about evidence and its usefulness.</li> <li>• Begin to produce structured</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise primary and secondary sources and their relevance</li> <li>• Question the relevance of the source and any possible bias that it may represent</li> <li>• Compare viewpoints and identify omissions.</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> <li>• Form own opinion using sources</li> <li>• Gives own reasons why changes may have occurred, backed up with evidence.</li> <li>• Shows identified changes on a timeline.</li> </ul> |

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|  |  |  | <p>account e.g. a<br/>chronological report<br/>using dates and terms.</p> <ul style="list-style-type: none"><li>• Understand key<br/>vocabulary: social,<br/>economic, philosophy.</li></ul> |  |
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