

## Subject: History Progression Plan

Reception	Children will talk about members of their immediate family and community, naming and describing people who are familiar to them. They will comment on images of familiar situations in the past and compare and contrast characters from stories, including figures from the past.					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Awareness</b>	<p>Sequence some events or two related objects in order of time.</p> <p>Remember parts of stories and memories about the past.</p>	<p>Recount changes in own life over time.</p> <p>Put three people, events or objects in order using a given scale.</p> <p>Use words and phrases related to topic vocabulary and time.</p>	<p>Use timelines to place events in order.</p> <p>Understand timelines can be divided into BC and AD.</p>	<p>Name and place dates of significant events on a timeline.</p> <p>Place certain topics on a timeline, showing understanding of BC and AD.</p> <p>Use topic-related vocabulary which denotes the specific period.</p>	<p>Sequence historical periods.</p> <p>Identify changes within and across historical periods.</p> <p>Use words and phrases related to specific periods, e.g.: Industrial Revolution, Reformation, Renaissance.</p>	<p>Use timelines to place events, periods and cultural movements from around the world and use these as a reference point.</p> <p>Use key timelines to demonstrate changes and developments in a key area: culture (art), technology or religion.</p> <p>Use words and phrases for movements of times of change, e.g.: Industrial Revolution, Renaissance, Classical Period, Cold War</p>
<b>Knowledge and Understanding</b>	<p>Tell the difference between past and present in their own lives and other people's lives.</p> <p>Listen to eye-witness accounts, e.g. from grandparents.</p> <p>Begin to suggest why something might be different.</p>	<p>Use a range of sources to describe differences between then and now.</p> <p>Recount main events from a significant time in history.</p> <p>Use evidence to explain reasons why people acted the past as they did.</p>	<p>Use evidence to describe: houses and settlements; culture and the way of life; people's beliefs and attitudes; differences between rich and poor.</p> <p>Use evidence to find out about how any of these might have changed during a time period.</p>	<p>Show knowledge and understanding by describing features of past societies and period.</p> <p>Identify some ideas, beliefs and attitudes of past cultures, and give reasons for these differences.</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Give short term cause and consequences of the main events, situations and changes in the period studied.</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and difference in status.</p> <p>Identify how aspects of life have changed during a time period and give reasons why, with evidence and statistics.</p>

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			Suggest reasons for why there were differences between periods.	Describe how some of the past events affect life today.		Describe how some changes impact both on subsequent periods, and in the long term, on today's society.
<b>Historical Contexts</b>	<p>Begin to identify and recount some details from the past from pictures and stories.</p> <p>Find answers to simple questions about the past by using source material.</p> <p>Discover about the past through role play and drama.</p>	<p>Look carefully at pictures, eyewitness accounts or objects to find information about the past.</p> <p>Ask questions about the source material.</p> <p>Say how features of the period influence how events are treated.</p>	<p>Use a range of source material, including visits, to collate information about the past.</p> <p>Identify the difference between fact and opinion.</p> <p>Look at two different versions of the same events and identify differences between the accounts.</p>	<p>Understand the difference between primary and secondary sources.</p> <p>Give reasons why there may be different accounts of history, looking at propaganda.</p> <p>Ask questions of the source material and suggest sources of evidence from a selection to help answer questions.</p>	<p>Question reliability of source material and give reasons why something is or is not reliable.</p> <p>Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts.</p> <p>Know that people can represent events of ideas in ways that persuade others – bias and propaganda.</p>	<p>Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Select the most appropriate source material, using primary and secondary, for a particular task.</p>
<b>Organise, Evaluate and Communicate Information</b>	<p>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.</p>	<p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p>	<p>Present findings about the past using speaking, writing, ICT and drawing skills.</p> <p>Use dates and vocabulary related to topic accurately.</p> <p>Suggest different ways of presenting information for different purposes.</p>	<p>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Use dates and subject specific words, such as: monarch, settlement, invader, accurately.</p>	<p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.</p> <p>Use dates and terms correctly.</p>	<p>Present information in an organised and clearly structured way and in the most effective and appropriate manner e.g.: written explanation, tables and charts, labelled diagram. Their recording reflects the skill being taught.</p> <p>Make accurate use of specific dates and terms.</p>

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<p><b>Vocabulary</b></p>	<p>old, new, now, then, yesterday, past, present, source, eyewitness,  Plus topic-specific vocabulary linked to historical content.</p>	<p>century, decade, ancient civilisations, period, chronological, primary source, secondary source, fact, opinion, propaganda,  Plus topic-specific vocabulary linked to historical content.</p>	<p>cause, consequence, society, bias, misinformation  Plus topic-specific vocabulary linked to historical content.</p>
<p><b>Historical Content (National Curriculum)</b></p>	<ul style="list-style-type: none"> <li>● Changes within living memory.</li> <li>● Events beyond living memory that are significant nationally or globally.</li> <li>● The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>● Comparing aspects of life in different periods through the lives of these significant individuals.</li> <li>● Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>● Changes in Britain from the Stone Age to the Iron Age.</li> <li>● The Roman Empire and its impact on Britain.</li> <li>● A local history study</li> <li>● A study of an aspect of theme in British history that extends pupil's chronological knowledge beyond 1066</li> <li>● The achievements of the earliest civilizations, a depth study of Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>● Britain's settlement by Anglo-Saxons and Scots.</li> <li>● The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>● A local history study</li> <li>● The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</li> <li>● Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>● A non-European society that provides contrasts with British history – Mayan civilisation c. AD 900.</li> </ul>



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### Year 1

#### **A Year 1 Historian should:**

- know about many of the changes that have happened since they were born
- know how to ask and answer questions about old and new objects
- use words and phrases like: old, new and a long time ago
- spot old and new things in a picture
- use words and phrases like: before, after, past, present, then and now
- give examples of things that were different when their grandparents were children
- know about someone famous who was born or lived near our village/town
- know why there are monuments to famous people or events

### Year 2

#### **A Year 2 Historian should:**

- know how some people have helped us to have better lives
- recount the life of someone famous from Britain who lived in the past and talk about what they did to make the world a better place
- know about the life of a famous person from the past because they know how to research
- know how to use books and the internet to find out more information about the past
- know how to find out things about the past by talking to an older person
- know about how things were different when their grandparents were children
- know what certain objects from the past might have been used for



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### Year 3

#### **A Year 3 Historian should:**

- know about how Stone Age people hunted for their food and what they ate
- know about many of the differences between the Stone, Bronze and Iron Ages
- know what people learnt from Stone Age paintings
- be able to describe what a typical day would have been like for a Stone Age man, woman or child
- know about the discovery of Tutankhamun
- know about some of the things that the Ancient Egyptians gave the world
- know that the Egyptian gods were an important part of Egyptian culture
- know about the role of the River Nile and Egyptian farmers
- know how to locate Egypt on a map

### Year 4

#### **A Year 4 Historian should:**

- know about at least three things that the Romans did for our country
- know why the Romans needed to build forts in this country
- know that Rome was a very important place and many important decisions were made there
- know about the lives of at least two famous Romans
- be able to summarise how Britain may have learnt from other countries and civilizations (historically and more recently)
- research to find answers to specific historical questions about our locality
- research what it was like for children in a given period of history and present their findings to an audience
- know how our locality today has been shaped by what happened in the past
- know how historic items and artefacts have been used to help build up a picture of life in the past
- know about the impact that one of these periods of history had on the world
- draw a timeline with different historical periods showing key historical events or lives of significant people



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### Year 5

#### **A Year 5 Historian should:**

- know where the Anglo-Saxons came from
- know at least two famous Anglo-Saxons
- use a timeline to show when the Anglo-Saxons were in England
- know the link between Anglo-Saxons and Christianity
- know that many Anglo-Saxons were farmers
- know that the Anglo-Saxons gave us many of the words that we use today
- describe events from the past using dates when things happened
- know how crime and punishment has changed over a period of time
- know how Britain has had a major influence on the world
- know how the lives of wealthy people were different from the lives of poorer people
- describe a significant event in British history, such as the Battle of Britain, and explain why it is significant

### Year 6

#### **A Year 6 Historian should:**

- know that Britain was invaded on more than one occasion
- know that the Anglo-Saxons and Vikings were often in conflict
- know how to use a timeline to show when the Vikings raids started
- know why the Vikings often overpowered the Anglo-Saxons
- show on a map where the Vikings came from and where they invaded our country
- know that many Vikings came to our country as peaceful farmers
- research in order to find similarities and differences between two or more periods of history
- know how to place features of historical events and people from the past societies and periods in a chronological framework
- know about the main events from a period of history, explaining the order of events and what happened
- know and talk about the struggle between the Athenians and the Spartans
- know about some of the things the Greeks gave the world
- know that the Greeks were responsible for the birth of the Olympics
- know how to locate Greece on a map



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