

# History Progression Document



## Progression Document

### EYFS

Units to be covered- My family, Changes and growing, Remembrance, Changes over time, Communication, Alexander Graham Bell, Dinosaurs, Changes- teddy bears

Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>Can I talk briefly about past events at home e.g. 'yesterday'?</p> <p>Can I use past, present and future forms accurately when talking about events?</p> <p>Can I talk about brief differences in the past. For example, they can find out about the childhood of their grandparents?</p>	<p>Can I recall and recount significant past and present events of their own lives and think about how things have changed within their lifetime?</p>	<p>Can I identify similarities and differences?</p> <p>Do I know that information can be retrieved from books, the internet and people?</p> <p>Can I begin to ask and answer 'how' and 'why' questions in response to stories or events?</p>

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### Year 1

**Units to be covered- Stephenson's Rocket, Great Fire of London, Mary Seacole and Florence Nightingale.**

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order (recent history)?</li> <li>• Can they use words and phrases like: old, new and a long time ago?</li> <li>• Can they tell me about things that happened when they were little?</li> <li>• Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>• Do they know that some objects belonged to the past?</li> <li>• Can they retell a familiar story set in the past?</li> <li>• Can they explain how they have changed since they were born?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate that some famous people have helped our lives be better today?</li> <li>• Do they recognise that we celebrate certain events, such as Remembrance Day, because of what happened many years ago?</li> <li>• Can they begin to identify the main differences between old and new objects?</li> <li>• Can they identify objects from the past, such as horse and cart, steam train, Florence Nightingale's lantern?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they spot old and new things in a picture?</li> <li>• Can they answer questions using an artefact/ photograph provided?</li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> </ul>
<b>Year 1 (more challenging)</b>		
<ul style="list-style-type: none"> <li>• Can they put up to five objects/events in chronological order (recent history)?</li> <li>• Can they use words and phrases like: very old, when mummy and daddy were little?</li> <li>• Can they use the words before and after correctly?</li> <li>• Can they say why they think a story was set in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions, transport, holidays?</li> <li>• Can they tell us about an important historical event that happened in the past?</li> <li>• Can they explain differences between past and present in their life and that of other children from a different time in history?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they answer questions using a range of artefacts/ photographs provided?</li> <li>• Can they find out more about a famous person from the past and carry out some research on him or her?</li> </ul>

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- Do they know who will succeed the queen and how the succession works

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### Year 2

#### Units to be covered- Remembrance, Explorers, Changes at the seaside.

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they use words and phrases like: before I was born, when I was younger?</li> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they use the words past and present correctly?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later?</li> <li>• Can they explain how their local area was different in the past?</li> <li>• Can they recount some interesting facts from a historical event, such as where the fire of London started?</li> <li>• Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> <li>• Can they explain why Britain has a special history by naming some famous events and some famous people?</li> <li>• Can they explain what is meant by a parliament?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find out something about the past by talking to an older person?</li> <li>• Can they answer questions by using a specific source, such as an information book?</li> <li>• Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>• Can they research about a famous event that happens in Britain and why it has been happening for some time?</li> <li>• Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul>
<b>Year 2 (Challenging)</b>		
<ul style="list-style-type: none"> <li>• Can they sequence a set of objects in chronological order and give reasons for their order?</li> <li>• Can they sequence events about own life?</li> <li>• Can they sequence events about the life of a famous person?</li> <li>• Can they try to work out how long ago an event happened?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?</li> <li>• Can they explain why someone in the past acted in the way they did?</li> <li>• Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?</li> <li>• Can they explain what is meant by a democracy and why it is a good thing?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say at least two ways they can find out about the past, for example using books and the internet?</li> <li>• Can they explain why eye-witness accounts may vary?</li> <li>• Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</li> </ul>

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### Year 3

Units to be covered- Stone Age to Iron Age, Egyptians, Romans.

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past ?</li> <li>• Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> </ul>
Year 3 (Challenging)		
<ul style="list-style-type: none"> <li>• Can they set out on a timeline, within a given period, what special events took place?</li> <li>• Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</li> <li>• Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</li> <li>• Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> <li>• Can they use specific search engines on the Internet to help them find information more rapidly?</li> </ul>

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### Year 4

**Units to be covered- Vikings and the struggle for the kingdom of England, Anglo Saxon and Scot invasions, Henry VIII and the reformation of the church.**

#### Chronological understanding

- Can they plot recent history on a timeline using centuries?
- Can they place periods of history on a timeline showing periods of time?
- Can they use their mathematical skills to round up time differences into centuries and decades?

#### Knowledge and interpretation

- Can they explain how events from the past has helped shape our lives?
- Do they appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences?
- Do they recognise that the lives of wealthy people were very different from those of poor people?
- Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

#### Historical enquiry

- Can they research two versions of an event and say how they differ?
- Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
- Can they give more than one reason to support a historical argument?
- Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

### Year 4 (Challenging)

- Can they use their mathematical skills to help them work out the time differences between certain major events in history?
- Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?

- Can they recognise that people's way of life in the past was dictated by their work?
- Do they appreciate that what people ate was different because of the availability of different sources of food?
- Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?
- Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

- Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

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### Year 5

Units to be covered- Greek Legacy, Maya civilisation, Victorian Newton le Willows

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Do they have a good understanding as to how crime and punishment has changed over the years?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can children use digital mapping to compare to different historical eras to identify changes in our local area.</li> </ul>
Year 5 (Challenging)		
<ul style="list-style-type: none"> <li>• Can they create timelines which outline the development of specific features, such as medicine, weaponry, transport etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe significant events and the impact they had upon that period and lasting impacts?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they research people from key periods in time who has had an influence on the way Great Britain and the lasting legacy they left?</li> </ul>

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### Year 6

Units to be covered- Early Islamic Civilisation, WW2 and life as an evacuee, Local history and coal mining.

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise how Britain has had a major influence on world history?</li> <li>• Can they summarise what Britain may have learned from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they describe a key event from Britain's past using a range of evidence from different sources?</li> </ul>
Year 6 (Challenging)		
<ul style="list-style-type: none"> <li>• Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they suggest relationships between causes in history?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they suggest why there may be different interpretations of events?</li> <li>• Can they suggest why certain events, people and changes might be seen as more significant than others?</li> <li>• Can they pose and answer their own historical questions?</li> </ul>