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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Progression Document** | | | | |
| **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** | |
| * Can they put up to three objects in chronological order (recent history)? * Can they use words and phrases like: old, new and a long time ago? * Can they tell me about things that happened when they were little? * Can they recognise that a story that is read to them may have happened a long time ago? * Do they know that some objects belonged to the past? * Can they retell a familiar story set in the past? * Can they explain how they have changed since they were born? | | * Do they appreciate that some famous people have helped our lives be better today? * Do they recognise that we celebrate certain events, such as Remembrance Day, because of what happened many years ago? * Can they begin to identify the main differences between old and new objects? * Can they identify objects from the past, such as horse and cart, steam train, Florence Nightingale’s lantern? | * Can they ask and answer questions about old and new objects? * Can they spot old and new things in a picture? * Can they answer questions using an artefact/ photograph provided? * Can they give a plausible explanation about what an object was used for in the past? | |
| **Year 1 (more challenging)** | | | | |
| * Can they put up to five objects/events in chronological order (recent history)? * Can they use words and phrases like: very old, when mummy and daddy were little? * Can they use the words before and after correctly? * Can they say why they think a story was set in the past? | | * Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions, transport, holidays? * Can they tell us about an important historical event that happened in the past? * Can they explain differences between past and present in their life and that of other children from a different time in history? * Do they know who will succeed the queen and how the succession works | * Can they answer questions using a range of artefacts/ photographs provided? * Can they find out more about a famous person from the past and carry out some research on him or her? | |
| **Progression Document** | | | | |
| **Year 2** | | | | |
| **Units to be covered- Remembrance, Explorers, Changes at the seaside.** | | | | |
| **Chronological understanding** | **Knowledge and interpretation** | | | **Historical enquiry** |
| * Can they use words and phrases like: before I was born, when I was younger? * Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? * Can they use the words past and present correctly? * Can they use a range of appropriate words and phrases to describe the past? * Can they sequence a set of events in chronological order and give reasons for their order? | * 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? * Can they explain how their local area was different in the past? * Can they recount some interesting facts from a historical event, such as where the fire of London started? * Can they give examples of things that are different in their life from that of their grandparents when they were young? * Can they explain why Britain has a special history by naming some famous events and some famous people? * Can they explain what is meant by a parliament? | | | * Can they find out something about the past by talking to an older person? * Can they answer questions by using a specific source, such as an information book? * Can they research the life of a famous Briton from the past using different resources to help them? * Can they research about a famous event that happens in Britain and why it has been happening for some time? * 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? |
| **Year 2 (Challenging)** | | | | |
| * Can they sequence a set of objects in chronological order and give reasons for their order? * Can they sequence events about own life? * Can they sequence events about the life of a famous person? * Can they try to work out how long ago an event happened? | * 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? * Can they explain why someone in the past acted in the way they did? * Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? * Can they explain what is meant by a democracy and why it is a good thing? | | | * Can they say at least two ways they can find out about the past, for example using books and the internet? * Can they explain why eye-witness accounts may vary? * Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time? |

|  |  |  |
| --- | --- | --- |
| **Progression Document** | | |
| **Year 3** | | |
| **Units to be covered- Stone Age to Iron Age, Egyptians, Romans.** | | |
| **Chronological understanding** | **Knowledge and interpretation** | **Historical enquiry** |
| * Can they describe events and periods using the words: BC, AD and decade? * Can they describe events from the past using dates when things happened? * Can they describe events and periods using the words: ancient and century? * Can they use a timeline within a specific time in history to set out the order things may have happened? * Can they use their mathematical knowledge to work out how long ago events would have happened? | * Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? * Can they begin to picture what life would have been like for the early settlers? * Can they recognise that Britain has been invaded by several different groups over time? * Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? * Can they suggest why certain events happened as they did in history? * Can they suggest why certain people acted as they did in history? | * Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? * Can they use various sources of evidence to answer questions? * Can they use various sources to piece together information about a period in history? * Can they research a specific event from the past ? * Can they use their ‘information finding’ skills in writing to help them write about historical information? * Can they, through research, identify similarities and differences between given periods in history? |
| **Year 3 (Challenging)** | | |
| * Can they set out on a timeline, within a given period, what special events took place? * Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? | * Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? * Can they appreciate that war/s would inevitably have brought much distress and bloodshed? * Do they appreciate that invaders were often away from their homes for very long periods and would have been ‘homesick’? | * Can they begin to use more than one source of information to bring together a conclusion about an historical event? * Can they use specific search engines on the Internet to help them find information more rapidly? |

|  |  |  |
| --- | --- | --- |
| **Progression Document** | | |
| **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** | **Knowledge and interpretation** | **Historical enquiry** |
| * 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? | * 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? | * 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? |

|  |  |  |
| --- | --- | --- |
| **Progression Document** | | |
| **Year 5** | | |
| **Units to be covered- Greek Legacy, Maya civilisation, Victorian Newton le Willows** | | |
| **Chronological understanding** | **Knowledge and interpretation** | **Historical enquiry** |
| * Can they use dates and historical language in their work? * Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? * Can they use their mathematical skills to work exact time scales and differences as need be? | * Can they describe historical events from the different period/s they are studying/have studied? * Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? * Do they appreciate that significant events in history have helped shape the country we have today? * Do they have a good understanding as to how crime and punishment has changed over the years? | * Can they test out a hypothesis in order to answer a question? * Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? * Can children use digital mapping to compare to different historical eras to identify changes in our local area. |
| **Year 5 (Challenging)** | | |
| * Can they create timelines which outline the development of specific features, such as medicine, weaponry, transport etc. | * Can they describe significant events and the impact they had upon that period and lasting impacts? | * 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? |

|  |  |  |
| --- | --- | --- |
| **Progression Document** | | |
| **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** |
| * Can they say where a period of history fits on a timeline? * Can they place a specific event on a timeline by decade? * Can they place features of historical events and people from past societies and periods in a chronological framework? | * Can they summarise the main events from a specific period in history, explaining the order in which key events happened? * Can they summarise how Britain has had a major influence on world history? * Can they summarise what Britain may have learned from other countries and civilizations through time gone by and more recently? * Can they describe features of historical events and people from past societies and periods they have studied? * Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? | * Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? * Can they identify and explain their understanding of propaganda? * Can they describe a key event from Britain’s past using a range of evidence from different sources? |
| **Year 6 (Challenging)** | | |
| * Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? | * Can they suggest relationships between causes in history? | * Can they suggest why there may be different interpretations of events? * Can they suggest why certain events, people and changes might be seen as more significant than others? * Can they pose and answer their own historical questions? |