

History progression document

Nursery Focus on chronological awareness and change and continuity	Reception Focus on chronological awareness and change and continuity
<p>Looking at ourselves and our heritage, different hair, skin etc.</p> <p>Looking at our own history - Family Photos. How we have changed. Grown from a baby to children.</p> <p>How have bikes, cars, planes and shoes changed throughout history?</p> <p>Looking at our own history. Grown from a baby to children - pictures of the children when they started Nursery and now. How have we changed? Different hair, taller etc.</p> <p>Important people in my life. My family - how is my family different/the same as other families? Is my family the same as it was when I was a baby? Family photos and class discussions around them e.g. I have a baby brother now but I didn't two years ago.</p>	<p>When thinking about their families, children will send in family photos or baby pictures to talk about the past and present and how the children have changed.</p> <p>Children begin to understand that the celebrations they take part in have taken part for many years</p> <p>When learning about the Nativity, children will begin to understand why Mary travelled on a donkey and not in a car!</p> <p>Children look at similarities and differences between buildings and structures (The Etihad, our school, The B of the Bang) and explore changes over time.</p> <p>Through our investigation of where food comes from children begin to make comparisons between the past and now in terms of the equipment available to get food on the shelves e.g. old mills/ windmills in comparison to modern factories.</p> <p>Children are able to make connections to past/present and future when thinking about the stages of the human lifecycle and linking to where they are now in the life cycle or other family members. Children to look at pictures of themselves bringing in pictures from home) when they are babies and discuss similarities and differences from the past and then how they think they will look in the future.</p> <p>Children learn that dinosaurs are prehistoric creatures that existed a long time ago.</p> <p>Children re-look at their own history, they think about how they have grown/changed since beginning in Early years.</p>

Progression of knowledge

Chronological awareness

Year 1	Year 2
<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is in the life time of their grandparents, extended to 100 years, after term 5.</p>	<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p>

Lower Key Stage 2	Upper Key Stage 2
<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that King Charles II reigned from 1660-1685, and this was known as the Restoration Period, because he restored the Stewart Monarchy.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Anglo-Saxons, Ancient Egyptians,</p>

Year 1	Year 2
<p>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>Describe the sequence</p> <p>Know which event is furthest in the past and which event is closest to now.</p>	<p>Sequencing six artefacts on a timeline.</p> <p>Can describe the sequence</p> <p>Know whether it is within or beyond living memory</p> <p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p>

<p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different points of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally.</p>	<p>Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.</p>
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Lower Key Stage 2	Upper Key Stage 2
<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Know if they overlap Using BC/AD/Century. Know which comes first, BC or AD?</p> <p>Sequencing eight to ten artefacts, historical pictures or events. Know if it is a single event or something across time Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Know which period comes first, which period is the longest Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline.</p>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term “century” and how dating by centuries works. Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Sequencing 10 events on a timeline and apply knowledge to describe the significance of the order of events</p>

Progression of knowledge

Substantive (abstract) concepts

Sub strand	Year 1	Year 2
Power and rule		<p>To know that a monarch in the UK is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p> <p>To know there was national and local governance</p>
Legacy	<p>To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys, plastic toys etc.)</p> <p>To know some achievements and discoveries of significant individuals (e.g. explorers, 1st flight, Rainhill Trials).</p>	<p>To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, planes, travel,).</p> <p>To know the lasting impact of significant events, e.g The Great Fire of London</p> <p>To know some achievements and discoveries of significant individuals.g Dr Barnado</p>
Civilisation	<p>To know that leisure and education existed in living memory within the family</p>	<p>To begin to understand that society is organised into different ways and consisted of different groups of people.</p> <p>To begin to understand how leisure has developed</p>
Sub strand	Lower Key Stage 2	Upper Key Stage 2
Power and Rule	<p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To know who became the first ruler of the whole of England.</p> <p>To develop an understanding that there are layers of rule within society from local government to National Government</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p>	<p>To understand how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To understand that there are layers of rule within society from local government to National Government</p> <p>To know that there are different reasons for the decline of different empires.</p>
Invasion, settlement and migration	<p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>	<p>To understand the motivation of invaders within and to Britain.</p> <p>To understand the importance of invasion and migration to the development of civilisations.</p> <p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p>

<p>Civilisation (social and cultural)</p>	<p>To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that leisure existed in some cultures, times and groups.</p>	<p>To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of leisure in societies. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations. To know the factors that contributed to the longevity of successful civilisations.</p>
<p>Trade</p>	<p>To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society. To know that trade was a motivation for invasion and journeys</p>	<p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand the impact of trade on the development and success of civilisations To know that trade routes from Britain expanded across the world and were impacted on by WW 1 & 2. To understand that the methods of trading developed from in person to boats, trains and planes. and To link knowledge to an understanding of global trade in Geography.</p>
<p>Religion & Beliefs</p>	<p>To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.</p>	<p>To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.</p>

Legacy	<p>To understand the significance of iron throughout history To be able to identify achievements and inventions that still influence our lives today from Roman times. To be aware of the achievements of the Ancient Egyptians. To show an awareness of an understanding of how history matters in our world, using examples e.g iron to support this</p>	<p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To understand of how history matters in our world, using examples e.g the legacy of WW2 on our lives today</p>
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Progression of skills and knowledge

Disciplinary concepts

Sub strand	Year 1	Year 2
Change and continuity	<p>Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.</p> <p>To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time.</p>	<p>Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p>
Cause and consequence	<p>Asking why things happen and beginning to explain why with support. To know that everyday objects have changed as new materials have been invented.</p>	<p>Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.</p> <p>To know that changes may come about because of improvements in technology.</p>
Similarities and differences	<p>Being aware that some things have changed and some have stayed the same in their own lives.</p>	<p>Knowing some things which have changed / stayed the same as the past. Finding out about people, events and beliefs in society.</p>

	<p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>Making comparisons with their own lives.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p>
Sub strand	Year 1	Year 2
Handling evidence	<p>Using artefacts, photographs and visits to local area to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Sorting artefacts from then and now.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Identifying a primary source.</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>
Historical interpretations	<p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Developing their own interpretations from historical artefacts.</p> <p>To know that the past can be represented in photographs.</p>	<p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Developing their own interpretations from photographs and written sources.</p> <p>To know that the past is represented in different ways.</p>

Sub strand	Lower Key Stage 2	Upper Key Stage 2
Change and continuity	<p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p> <p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p>	<p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p> <p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census</p>
Cause and consequence	<p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>To know that the actions of people can be the cause of change.</p> <p>To know that advancements in science and technology can be the cause of change.</p>	<p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p>
Similarities and differences	<p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p>
Historical significance	<p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p>	<p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p> <p>To know how historians select criteria for significance and that this changes.</p>
Sub strand	Lower Key Stage 2	Upper Key Stage 2
Handling evidence	<p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p>	<p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p>

	<p>Identifying sources which are influenced by the personal beliefs of the author.</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p>	<p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</p> <p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p> <p>To know that the most reliable sources are primary sources which were created for official purposes.</p>
Historical interpretations	<p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Independently using textbooks to gain historical knowledge.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>	<p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Evaluating the interpretations made by historians.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>

Progression of skills

Historical enquiry

Sub strand	Year 1	Year 2
Posing historical questions	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p>
Gathering, organising and	<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p>	<p>Understanding how we use books and sources to find out about the past.</p>

evaluating evidence	Making simple observations about the past from a source.	Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source.
Interpreting findings, analysing and making connections	Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).	Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.
Evaluating and drawing conclusions	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.
Communicating findings	Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.

Sub strand	Lower Key Stage 2	Upper Key Stage 2
Posing historical questions	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.
Gathering, organising and evaluating evidence	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry.

		<p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>
Interpreting findings, analysing and making connections	<p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p>	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p>
Evaluating and drawing conclusions	<p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p>	<p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p>
Communicating findings	<p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>