



History progression document

	Chronological understanding	Vocabulary	Questioning	Knowledge
Nursery	<p>Pupils are able to talk about yesterday, today and tomorrow.</p> <p>Pupils are able to recognise the days of the week and the months of the year.</p> <p>Pupils can remember and talk about significant events in their own experience.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Pupils know the month that they were born in.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Yesterday, today, tomorrow</p> <p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.</p> <p>January, February, March, April, May, June, July, August, September, October, November, December</p>	<p>Pupils are beginning to ask questions about their own and other people's past e.g. what did I like to eat when I was a baby? Where did you go to school when you were a child?</p>	<p>Pupils know how old they are</p> <p>Pupils know that some things have changed since they were born e.g. how they look, that they now come to school. They know that adults were once children.</p>
Reception	<p>Pupils are able to identify the events through the year and to begin to order them e.g. seasons, festivals, birthdays and know what year this is.</p> <p>Pupils can talk about past and present events in their own lives and the lives of others.</p> <p>To be able to order and sequence familiar events e.g. the seasons</p> <p>Pupils know that yesterday is in the past and tomorrow is in the future</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Past, present, Summer, Winter, Spring, Autumn, Seasons, Years</p>	<p>Pupils begin to recognise and ask questions about changes over time.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>Pupils can describe changes over time e.g. life cycles, seasons</p> <p>To know how to measure short periods of time in simple ways.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
Year 1	<p>Pupils can compare two familiar events, saying which one happened first</p> <p>Pupils are beginning to understand timelines,</p> <p>Pupils may begin to make simple links between areas of study</p> <p>Pupils know that some toys were made before they were born.</p>	<p>Pupils can use names and places that link to areas of study,</p> <p>Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago, Jurassic Triassic Extinct Fossil</p> <p>Columbus, explorer, Atlantic, voyage, Renaissance, America, Map, Ship, sail, navigate, compass, new world, colonies, continent</p>	<p>Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.</p>	<p>Pupils can remember some key events about the areas they have studied.</p> <p>Pupils are taught about changes within their living memory (toys they had when they were a baby, toddler and now).</p> <p>Pupils know that they can use books to find out about significant individuals.</p> <p>Pupils know significant dates in the life of Columbus,</p> <p>Pupils know the dates and time period that the dinosaurs were alive</p> <p>Pupils know how we know about the history of the dinosaurs</p>



Year 2	<p>Pupils can mostly accurately order events they have learnt about from furthest away to most recent,</p> <p>Pupils can draw timelines,</p> <p>Pupils can make some comparisons between areas of study, identifying some similarities and some differences between them,</p> <p>Pupils know the important events in the moon landing and the names of the significant people involved including Neil Armstrong, Buzz Aldrin and Michael Collins, JoAnn Morgan, Mary Jackson.</p>	<p>Pupils can remember and use names and words specific to areas of study,</p> <p>Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries, Queen Victoria, Queen Elizabeth I Reign, Crown, Monarch, Monarchy, Britain, Royal, Palace, Castle, Throne, Kingdom</p> <p>Explorer (consolidate) Explore</p> <p>Compass Neil Armstrong Christopher Columbus Shuttle Ship</p> <p>Samuel Pepys London River Thames</p> <p>Pudding Lane The Monument Burning Diary</p>	<p>Pupils can ask simple questions when they are unsure and accurately answer most simple questions related to an area of study,</p> <p>Pupils can sometimes justify their answers using sources or stories,</p>	<p>Pupils can remember some key events about the areas they have studied e.g. the events that took place before during and after the great fire of London.</p> <p>Pupils know when the plague of 1665 took place</p> <p>Pupils can consider how we know about past events,</p> <p>Pupils are taught about changes within their living memory London during the Great Fire of London and now</p> <p>Pupils know they can find historical information in books including information about multiple significant individuals.</p> <p>Pupils know one effect of the Great Plague</p> <p>Pupils know that Samuel Pepys diary is a significant historical source</p> <p>Pupils know why the moon landing was so significant. .</p>
Year 3	<p>Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline (local),</p> <p>Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities and identifying differences between them.</p> <p>Pupils know the order of the early time periods studied - Stone Age, Bronze Age and Iron Age.</p> <p>Pupils can order the main events of Roman Britain including the invasions that took place</p>	<p>Pupils can remember and use names and words from the areas they have studied,</p> <p>Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc,</p> <p>Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc,</p> <p>Hunters Gatherers Skara Brae Stone</p> <p>Bronze Iron Civilisation</p> <p>Romans Empire Boudicca Caesar Invasion</p> <p>Anglo-Saxons Germany AD Invasion</p>	<p>Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding,</p> <p>Pupils are generally able to answer questions accurately related to the area of study,</p> <p>Pupils can generally use sources to justify their answers,</p>	<p>Pupils remember key facts and information from areas of study in Year 3 including Stone Age civilians were hunters and gatherers.</p> <p>They created tools from stone</p> <p>Pupils know that through the Bronze and Iron Age how the change in material changed the lives of the people.</p> <p>Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army</p> <p>British resistance, for example, Boudica</p> <p>Anglo-Saxons first invasion</p> <p>Romans leaving Britain</p> <p>Pupils can identify at least one way we gather information,</p> <p>Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence.</p> <p>To know the countries that the Roman empires invaded.</p>
Year 4	<p>Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with</p>	<p>Pupils can remember and use names and words from the areas they have studied in</p>	<p>Pupils can ask questions to develop their understanding,</p>	<p>Pupils remember key facts and information from areas of study in Year 4 and can</p>



	<p>increased accuracy on a timeline (British and local). Including placing areas studied in previous years on to a timeline.</p> <p>Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.</p> <p>Pupils know the monarchs during the Tudor period</p>	<p>Year 4 as well as remembering a few names and words from previous study,</p> <p>Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc,</p> <p>Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc,</p> <p>Egypt Egyptians Pyramids Mummification Sphinx Hieroglyphics Irrigation Tudors King Henry VIII 6 Wives Battle of Bosworth Queen Elizabeth I Settlements Lifestyle Sutton Hoo Thatched Housing Runes</p>	<p>Pupils are able to answer questions accurately most of the time related to the area of study,</p> <p>Pupils can use sources to justify their answers and are beginning to organise their responses,</p>	<p>remember a few facts from previous areas of study,</p> <p>Pupils can identify at least two ways we gather information,</p> <p>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips.</p> <p>Pupils know the main events of the Egyptian period and how modern day historians learnt about it including the ritual of mummification, the discovery of the tomb of Tutankhamun and its significance.</p> <p>Pupils know about the events of the Tudor period including the life of Henry VIII, the battle of Bosworth</p> <p>To know facts about the Anglo-Saxon time period. Including jobs and culture.</p>
Year 5	<p>Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline, including placing areas studied in previous years on to a timeline.</p> <p>Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.</p> <p>Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history,</p>	<p>Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study,</p> <p>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc,</p> <p>Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc,</p> <p>York, Anglo-Saxon, Kingdom, Vikings, Scandinavia, Long Boats, Millennium, Victorians, Queen Victoria, Industrial Revolution</p> <p>British Empire, coronation, hygiene, government, pauper and poverty. Maya, Mesoamerica, deity, artefact, temple</p>	<p>Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said,</p> <p>Pupils are increasingly challenging sources of information,</p> <p>Pupils show some organisation of information that is purposeful for responding to or asking questions,</p> <p>Pupils show some purposeful selection about information they wish to include in responses,</p>	<p>Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study, including Mayan society and history.</p> <p>Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding,</p> <p>Pupils are confident in using two different sources to gather information e.g. books, internet, film clips</p> <p>Pupils know that Queen Victoria reigned from 1837 until her death in 1901, the key dates and impact of schooling and factory acts policies, key dates e.g. marriage, death and the death of Prince Albert.</p> <p>Pupils know the significance of key individuals from the Victorian period including Joseph Lister (local link), Lewis Carroll (Literacy link) William Morris (Art link) Michael Faraday (Science link)</p> <p>Pupils know that the Mayans were known for developing writing, maths and calendars. Pupils</p>



				<p>know about; Viking raids and invasion of Anglo-Saxons, when Vikings capture York and make that their Kingdom, about the resistance by Alfred the Great and Athelstan, first king of England, dates and facts about further Viking invasions and Danegeld and about Edward the Confessor and his death in 1066</p>
Year 6	<p>Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline, Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history, Pupils can compare a range of historical periods, identifying a number of similarities and differences between them including schooling in Victorian times, WW2 and now Pupils can identify some trends over time, identifying how ideas have been continued/ developed including Maths, Science and Art leading on from Y5 Mayan Society</p>	<p>Pupils can remember and use names and words from the areas they have studied over the years, Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc, Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc, Battle of Britain Evacuation Blitz Greeks Democracy Olympics Marathon Mythology Holocaust, ally, allies, axis, occupation, liberate, air raid, shelter, troops, black out, forces, land army, rationing. Africa, Nigeria, River Niger, Benin City, Igodomigodo, Edo, Yoruba, Ogiso, Igodo, Owodo, Oba, Empire - (year 3 link)</p>	<p>Pupils can ask questions, creating questions that develop understanding about change, cause and significance, Pupils can organise information purposefully when responding to or asking questions, Pupils can challenge sources, questioning the validity of these, Pupils can make purposeful decisions about information to include when forming responses to questions,</p>	<p>Pupils have a strong knowledge about historical events, from local history to world history, Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding, Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc Pupils know the main events from the Victorian period including. Pupils know that the major Axis powers were Nazi Germany, Italy and Japan. The major Allied powers were Britain, France, Russia, and the United States of America. Pupils know that in 1944, the British landed on the French beaches of Normandy after a long planning operation to liberate German-occupied France. This was known as D-Day. Pupils know that the public sheltered from air raids in shelters, what a black out is. Pupils know key facts about individuals including; Churchill, Chamberlain, Hitler, Anne Frank. The British evacuation began on Friday 1 September 1939. It was called 'Operation Pied Piper'. Pupils know that as part of their campaign, Nazi Germans tried to cut off supplies of food and other goods coming to Britain by attacking many of the ships that brought food to Britain. This meant that there was less food for the people - whatever food was grown, produced or managed to enter Britain was</p>



				<p>rationed - people used the Ration Book during this time.</p> <p>Contrasting the Kingdom of Benin with British History - Focussing on the lifestyle and way of living.</p>
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SEND Provision for History allowing easier access to learning

Visual learners:

- summarising ideas in pictures " modifying visual sources to show changes
- comparing visual sources from different times
- explaining patterns in graphs
- using visual timelines
- using or presenting information in tables or diagrams, rather than unbroken text
- storyboarding text - for timelines

For listening:

- Hearing speeches from significant people in History e.g. Churchill, chamberlain
- Interviews
- Radio snippets

Movement:

- Role play
- Card sorting
- Timeline creating using cards

Pre- teaching:

- Vocabulary
- Names and dates
- Important moments
- Facts
- Looking at the different sources before a lesson.