

Progression in History

EYFS: Understanding the World; Literacy; Communication & Language

Autumn	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating
Y1 Autumn 2	<p>toys for different families (culture) Gender - toys</p>	<p>Toys Choose and select evidence and say how it can be used to find out about the past.</p>	<p>Toys Sequence pictures from different periods; Describe memories and changes that have happened in their own lives; Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>Toys Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods;</p>	<p>Toys Talk, write and draw about things from the past;</p>
Y2 Autumn 2	<p><u>Nurturing Nurses</u> Observe and use pictures, photographs and artefacts to find out about the past; Mary Seacole</p>	<p><u>Nurturing Nurses</u> Observe or handle evidence to ask simple questions about the past</p>		<p><u>Nurturing Nurses</u> Identify similarities and differences between ways of life in different periods; Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past.</p>	<p><u>Nurturing Nurses</u> Talk, write and draw about things from the past;</p>
Y3 Autumn 2	<p><u>Stone Age to Iron Age</u> Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources. Gender roles</p>	<p><u>Stone Age to Iron Age</u> Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p>	<p><u>Stone Age to Iron Age</u> Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Understand and describe in some detail the main changes to an aspect in a period in history;</p>	<p><u>Stone Age to Iron Age</u> Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p><u>Stone Age to Iron Age</u> Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p>

Progression in History

EYFS: Understanding the World; Literacy; Communication & Language

<p>Y4 Autumn 1</p>	<p><u>Vikings and Anglo-Saxons</u> Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Gender roles Slavery and serfdom</p>	<p><u>Vikings and Anglo-Saxons</u> Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past;</p>	<p><u>Vikings and Anglo-Saxons</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p><u>Vikings and Anglo-Saxons</u> Find out about the everyday lives of people in time studied compared with our life today; Identify key features, aspects and events of the time studied;</p>	<p><u>Vikings and Anglo-Saxons</u> Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p>
<p>Y5 Autumn 1</p>	<p>Racial diversity/equality Empire</p>	<p><u>Victorians</u> Use a range of sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Regularly address and sometimes devise own questions to find answers about the past;</p>	<p><u>Victorians</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p><u>Victorians</u> Note key changes over a period of time and be able to give reasons for those changes; Identify key features, aspects and events of the time studied; Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p><u>Victorians</u> Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p>

Progression in History

EYFS: Understanding the World; Literacy; Communication & Language

Y6 Autumn 1	<u>Ancient Egypt</u> Find and analyse a wide range of evidence about the past; Slavery	<u>Ancient Egypt</u> Use a wide range of different evidence to collect evidence about the past, such as pictures, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; Investigate their own lines of enquiry by posing historically valid questions to answer.	<u>Ancient Egypt</u> Understand how some historical events/periods occurred concurrently in different locations.	<u>Ancient Egypt</u> Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	<u>Ancient Egypt</u> Know and show a good understanding of historical vocabulary including abstract terms such as civilisation, political, economic, cultural, religious;
Spring	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating
Y1 Spring 1	<u>The Great Fire of London</u> Observe and use pictures, photographs and artefacts to find out about the past; Explain that there are different types of evidence and sources that can be used to help represent the past. Poverty, gender roles	<u>The Great Fire of London</u> Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;	<u>The Great Fire of London</u> Sequence artefacts and events that are close together in time; Order dates from earliest to latest on simple timelines; Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	<u>The Great Fire of London</u> Recognise some similarities and differences between the past and the present; Know and recount episodes from stories and significant events in history;	<u>The Great Fire of London</u> Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past;
Y2 Spring 2	Colonisation –British and Spanish Christopher Columbus, Sir Francis Drake (example)			<u>The Great Explorers</u> Identify similarities and differences between ways of life in different periods; Describe significant individuals from the past.	<u>The Great Explorers</u> Talk, write and draw about things from the past;
Y3 Spring 1	Slavery, empire, multiracial Roman England	<u>The Romans</u> Construct informed responses about one aspect of life or a	<u>The Romans</u> Sequence several events, artefacts or historical figures on	<u>The Romans</u>	<u>The Romans</u> Use and understand appropriate historical

Progression in History

EYFS: Understanding the World; Literacy; Communication & Language

		<p>key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past; Begin to undertake their own research.</p>	<p>a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p>Note key changes over a period of time and be able to give reasons for those changes; Explain how people and events in the past have influenced life today; Identify key features, aspects and events of the time studied;</p>	<p>vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; Start to present ideas based on their own research about a studied period.</p>
<p>Y4 Spring 1</p>	<p>Gender inequalities Empires and wealth generation</p>	<p><u>Riotous Royalty</u> Use a range of sources to find out about the past; Begin to undertake their own research.</p>	<p><u>Riotous Royalty</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p><u>Riotous Royalty</u> Note key changes over a period of time and be able to give reasons for those changes; Identify key features, aspects and events of the time studied;</p>	<p><u>Riotous Royalty</u> Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p>
<p>Y5 Spring 1</p>	<p>Walter Tull Soldiers from British Empire Independence movements</p>	<p><u>WWII</u> Use a range of sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past;</p>	<p><u>WWII</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p><u>WWII</u> Note key changes over a period of time and be able to give reasons for those changes; Identify key features, aspects and events of the time studied;</p>	<p><u>WWII</u> Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p>

Progression in History

EYFS: Understanding the World; Literacy; Communication & Language

		Regularly address and sometimes devise own questions to find answers about the past;			
Y6 Spring 1	Ancient Greece Find and analyse a wide range of evidence about the past; Gender inequalities, slavery; empire expansion	Ancient Greece Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses;	Ancient Greece Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Understand and describe in some detail the main changes to an aspect in a period in history;	Ancient Greece Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Ancient Greece Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;
Summer	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating
Y1 Summer 1	Kings and Queens Observe and use pictures, photographs and artefacts to find out about the past; Start to use stories or accounts to distinguish between fact and fiction; Explain that there are different types of evidence and sources that can be used to help represent the past. Gender inequalities	Kings and Queens Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Choose and select evidence and say how it can be used to find out about the past.	Kings and Queens order dates from earliest to latest on simple timelines;	Kings and Queens Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods; Describe significant individuals from the past.	Kings and Queens Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;
Y2 Summer 2	Travel and Transport Observe and use pictures, photographs and artefacts to find out about the past;	Travel and Transport Observe or handle evidence to ask simple questions about the past;	Travel and Transport sequence pictures from different periods; use words and phrases such as: old, new, earliest, latest, past,	Travel and Transport Recognise some similarities and differences between the past and the present;	Travel and Transport Use drama/role play to communicate their knowledge about the past.

Progression in History

EYFS: Understanding the World; Literacy; Communication & Language

	Amelia Earhart	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;	present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	Identify similarities and differences between ways of life in different periods; Describe significant individuals from the past.	
Y3 Summer 1	empire expansion slavery and serfdom	Anglo-Saxons and Celts Use a range of sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past;	Anglo-Saxons and Celts Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;	Anglo-Saxons and Celts Find out about the everyday lives of people in time studied compared with our life today; Identify key features, aspects and events of the time studied;	Anglo-Saxons and Celts Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; Start to present ideas based on their own research about a studied period.
Y4 Summer 1	Crime and Punishment Look at more than two versions of the same event or story in history and identify differences; Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. connections and contrasts between aspects of history, people, events and artefacts studied.	Crime and Punishment Use a range of sources to find out about the past; Regularly address and sometimes devise own questions to find answers about the past;	Crime and Punishment Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Crime and Punishment Find out about the everyday lives of people in time studied compared with our life today; Identify key features, aspects and events of the time studied; Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Crime and Punishment Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
Y5 Summer 1	Shang Dynasty Find and analyse a wide range of evidence about the past; Begin to evaluate the usefulness of different sources.	Shang Dynasty Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents,	Shang Dynasty Accurately use dates and terms to describe historical events; Understand and describe in some detail the main changes	Shang Dynasty Examine causes and results of great events and the impact these had on people;	Shang Dynasty Know and show a good understanding of historical vocabulary including abstract terms such as democracy,

Progression in History

EYFS: Understanding the World; Literacy; Communication & Language

	<p>Gender inequalities Empire expansion European trade</p>	<p>printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p>	<p>to an aspect in a period in history; Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>civilisation, social, political, economic, cultural, religious; Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; Plan and present a self-directed project or research about the studied period.</p>
<p>Y6 Summer 1</p>	<p>Religious awareness/ political leadership Gender inequalities Slavery and empire</p>	<p><u>Early Islamic Civilisation</u> Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p><u>Early Islamic Civilisation</u> Accurately use dates and terms to describe historical events;</p>	<p><u>Early Islamic Civilisation</u> Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p><u>Early Islamic Civilisation</u> Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p>