

History Progression Document 2022

	Subject Specific Knowledge	Subject Specific Skills
Nursery	<ul style="list-style-type: none"> ● Know and use vocabulary 'day and night' accurately ● Bonfire night ● Know families can be different ● Animals and plants grow and change over time <p>Key Vocabulary: Day, night, dark, light, families, animal, plant, living things, celebrate, Christmas, bonfire, days of week, week, weekend, yesterday, tomorrow, before, after.</p>	<ul style="list-style-type: none"> ● Name self and family members in photographs ● Identify and describe features of Day and Night ● Talk about own family celebrations - eg christmas, birthdays ● Use days of week names and appropriate vocabulary of time - eg 'morning', 'later' as part of classroom routines ● Recognise self in family photographs and and talk about ways we have changed ● Narrate changes in growth of animals and plants
Reception	<ul style="list-style-type: none"> ● Names of some trees ● Know trees change in Autumn ● Know that we commemorate and celebrate special occasions ● Know that there is seasonal change across the year ● Know that families celebrate special times and traditions ● Know names of special times such as 'New Year' and 'Chinese New Year'. ● Know that children and adults were babies in the past ● Know that we can remember things from the past <p>Key Vocabulary Oak, horse chestnut, season, year, spring, summer, autumn, winter, deciduous, evergreen, commemorate, celebrate, past, present, memory, new year, China, Chinese, Diwali, Hindu, destination, significant, names of days of week, names of month,</p>	<ul style="list-style-type: none"> ● Can describe changes they observe in Autumn ● Talk about own family celebrations, and those of others (Diwali, Remembrance Day, Christmas) ● Retell simple narratives in chronological order ● Talk about changes they observe over time ● Know that there are similarities between babies, themselves and an adult. ● Talk about own memories, make and create ways to record memories ● Talk about significant people from past and present, drawing on what has been read in class <p>ELG Talk about people around them and their roles in society ELG Know similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. ELG Understand the past through settings, characters and events encountered in books read in class and storytelling</p>

	today, yesterday, tomorrow, morning, afternoon	
Year 1	<ul style="list-style-type: none"> • Changes within living memory (based on personal experiences) • Events beyond living memory that are significant nationally or globally : Events commemorated through festivals or anniversaries - Kings and queens, coronations, Jubilees. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: Queen Victoria, Queen Elizabeth II. • Significant historical events, people and places in their own locality: Grace Darling and the development of RNLI 	<ul style="list-style-type: none"> • Sequence known events in chronological order using timelines • Sequence known objects (artefacts) in chronological order • Can describe events distinguishing between past, present and future. • Can identify similarities and differences between ways of life in different periods • Can use vocabulary of everyday historical terms • Identify a historical source and be able to retrieve information from it • Can ask questions about sources to help understanding.
Year 2	<ul style="list-style-type: none"> • Changes within living memory. These should be used to reveal aspects of change in national life (within living memory of parents, grandparents, staff e.g. moon landing, Olympics) 	<ul style="list-style-type: none"> • Describe where people and events fit within a chronological order using timelines • Describe how they known objects (artefacts) fit within a chronological order

	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally: Great fire of London • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: George Stephenson and King Charles II (monarch during the Great Fire of London) • Significant historical events, people and places in their own locality: George Stephenson and the invention of the railway 	<ul style="list-style-type: none"> • Can describe events that have happened in the past and use related language (e.g before, after, later) • Show an awareness of the past relating to the passing of time • Can describe similarities and differences between ways of life and artefacts in different periods • Use a wide variety of vocabulary of everyday historical terms • Identify information from a range of sources • Can ask questions about sources to help understanding and infer information.
Year 3	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age- • The Roman Empire and its impact on Britain - • A local history study on the changes to the local area over time - local area and Priory Castle 	<ul style="list-style-type: none"> • Develop understanding of chronology within and across time periods studied • Can compare similarities and differences between different time periods and artefacts • Use of historical terminology and vocabulary appropriate to the period of history studied. (inc. language related to passing of time and measuring of

		<p>time and introduce adverbial phrases)</p> <ul style="list-style-type: none"> • Can compare a time period between period of study and modern day. • Summarise main events from a time period • Can use a variety of sources to find out about aspects of the past. • Can understand how different sources show the past.
Year 4	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study on the impact of the Naval History of the UK and how this has shaped UK and local identity 	<ul style="list-style-type: none"> • Develop understanding of how time periods have changed within and across time periods studied • Compare and explain the similarities and differences between different time periods and artefacts • Communicate their learning through the use of historical terminology and vocabulary appropriate to the period of history studied. • Can identify connections between different periods of

		<p>study and impact.</p> <ul style="list-style-type: none"> ● Can summarise a time period and begin to ask questions about its impact. ● Can draw conclusions from a variety facts or historical sources and ask questions about the sources. ● Can explain how different source show the past and contradict each other
Year 5	<ul style="list-style-type: none"> ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Industrial Revolution. ● Ancient Greece – a study of Greek life and achievements and their influence on the western world ● A local history study on the history and significance of coal mines 	<ul style="list-style-type: none"> ● Explain and analyse how different periods fit together within and across time periods studied ● Explain the reasons for similarities and differences between different time periods and artefacts ● Use a wide range of historical terminology and vocabulary across different periods of time. ● Can explain connections, contrasts and trends over time ● Can critically analyse time periods ● Can draw conclusions from facts or sources and

		<p>evaluate their reliability</p> <ul style="list-style-type: none"> • Can understand and explain why types of sources from different time periods can vary.
<p>Year 6</p>	<ul style="list-style-type: none"> • The achievements of the earliest civilizations (Mesopotamia/Indus Valley) an overview of where and when the first civilizations appeared and a depth study (Sumner) • A non-European society that provides contrasts with British history: Mayan civilization c. AD 900 • A local history study on the history of shipbuilding and the significance of rivers 	<ul style="list-style-type: none"> • Explain and analyse how different periods have affected each other within and across time periods studied • Explain and analyse the reasons for similarities and differences between different time periods and artefacts • Be confident in using a wide range of historical terminology and vocabulary across different periods of time. • Can analyse connections, contrasts and trends over time • Can critically analyse time periods. Including explaining their influencing factors and their impact. • Can critically analyse facts or historical sources and evaluate their reliability making suggestions on which sources to use.

		<ul style="list-style-type: none">• Can evaluate the usefulness of sources from different time periods
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