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| **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? |

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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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?
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| **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.
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| **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?
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| **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?
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| **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?
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