

History Progression Document

Strand: Chronological Understanding

Nursery	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>To know something they have had for a long time is old and something we have had for a short time is new.</p> <p>Begin to make sense of their own life history.</p> <p>Begin to make sense of family's history.</p> <p>To know who is older and younger in my family.</p> <p>Use words such as first or then to describe a sequence of events.</p>	<p>Use words and phrases like old, new, now and then, a long time ago.</p> <p>Sequence pictures and artefacts from significantly different time periods.</p> <p>Compare items from a different time and recognise which belong to the past.</p>	<p>Use a wider range of words and phrases (for example, past, present, before, after decade and century).</p> <p>Independently sequence events in a period of history in chronological order and begin to record dates of important festivals or celebrations.</p> <p>-History of aviation at Manchester airport.</p>	<p>To use appropriate historical vocabulary to describe features of a time period such as AD, BC etc.</p> <p>Use a timeline within a specific period of history to sequence the order things may have happened.</p> <p>Describe events from the past and recall key dates of when things happened e.g. first Olympic Games, Persian War, Battle of Marathon, Greek Parliament, Alexander the Great etc.</p> <p>Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain.</p>	<p>Use appropriate historical vocabulary to describe features of a time period such as era, millennia.</p> <p>Accurately sequence different periods of time on a timeline using centuries.</p>	<p>Draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Place current study on a timeline in relation to other studies.</p> <p>Summarise the main events from a period of history explaining the order of events & what happened.</p>	<p>Place features of historical events and people from past societies/ periods in a chronological framework.</p> <p>Summarise the main events from a period of history explaining the order of events and what happened.</p> <p>Describe the features of historical events and way of life from periods studied; presenting to an audience.</p>
<p style="text-align: center;">Reception</p> <p>To know that things that are happening now are in the 'present,' and things that have happened to me are in the 'past.'</p> <p>Make sense of their own life history.</p> <p>Use words to describe a sequence of events; last year, before, after along time ago.</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
<p>To make sense of their own life history.</p>	<ul style="list-style-type: none"> - Develop an awareness of the past - Place events and artefacts in order on a timeline - Use common words and phrases relating to the passing of time - Use dates where appropriate 		<ul style="list-style-type: none"> - Place events, artefacts and historical figures on a timeline using dates - Understand the concept of change over time, representing this on a timeline with evidence - Use dates and terms to describe events: dates, time period, era, change, chronology 		<ul style="list-style-type: none"> - Summarise the main events from a period of history - Devise a timeline in relation to units taught 	

History Progression Document

Strand: Investigate & interpret the past

Nursery	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>To talk about what I see eg photos and books.</p> <p>Understand simple questions about: 'who', 'what' and 'where'.</p> <p>Know some of the differences of things we can do when we're young and old.</p> <p>Use words such as first or then to describe a sequence of events.</p>	<p>Ask and answer valid historical questions (for example, about old and new objects).</p> <p>I can describe what an object from the past might have been used for.</p> <p>Begin to understand that evidence and artefacts can tell a story.</p> <p>Begin to recognise information is collected from different sources including written, artefacts, visual and auditory.</p>	<p>Plan questions and produce answers to historical enquiries using appropriate historical vocabulary.</p> <p>Begin to make deductions and inferences from different sources.</p> <p>Plan questions and produce answers to historical enquiries using appropriate historical vocabulary.</p> <p>Select information independently from several different types of sources in including written, artefacts, visual and auditory.</p> <p>Independently select information from a range of sources to be able to answer a</p>	<p>Research in order to find similarities and differences between 2 or more periods of history.</p> <p>Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them.</p> <p>Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age. -e.g Skara Brae, Paleolithic, Mesolithic and Neolithic periods.</p> <p>Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout.</p>	<p>Explore differences in a number of sources and suggest reasons for this.</p> <p>Investigate the reason why Boudicca and her and Celtic army were unsuccessful in defeating the Romans.</p> <p>Explain how historical artefacts and items can be used to build up a picture of life in the past</p> <p>Interpret primary sources of historical evidence to describe the physical appearance of Boudicca.</p> <p>Research two versions of an event and see how they differ and explain why there are differences.</p>	<p>Evaluate sources based on valid criteria when carrying out enquiries.</p> <p>Select, organise and use relevant historical sources and artefacts to make informed responses.</p> <p>Create structured accounts of the characteristics and importance of an ancient civilisation or society.</p> <p>Conduct a local history study to investigate how an event effected a local town or village.</p>	<p>Investigate the significance of a historical discovery/ invention on the wider world.</p> <p>Devise independently significant historical enquiries to produce substantiated and focused responses.</p> <p>Critique the usefulness and reliability of a range of sources for enquiries covered.</p>
Reception						

<p>Ask simple questions to find out more about the past.</p> <p>Explore real life objects to find out more about the past.</p>		<p>question e.g What is Manchester famous for? -Music -Arts & Culture -Football clubs.</p>	<p>Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time.</p> <p>To use a timeline within a specific time period of history to sequence things that may have happened.</p> <p>Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age.</p> <p>Suggest how an Iron Age hill fort might have appeared when first constructed giving reasons to justify the choice of features which have been included.</p> <p>Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions.</p> <p>Recognise the Stone Age in Britain is a period of prehistory which began approximately 2.6 million years ago (when the first modern humans arrived in Britain) and ended with the beginning of the Bronze Age (3000BC-1200BC).</p>	<p>Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in 79 AD.</p> <p>Identify details from local, national and global history to demonstrate some overall awareness of themes, events and people.</p> <p>Explain how historical artefacts and items can be used to build up a picture of life in the past.</p> <p>Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain and justify their judgement</p> <p>Identify and describe the design features of a Viking long ship and explain why it was the ideal vessel for Viking raids.</p> <p>Research what life was like for children in different eras.</p>	<p>Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Egyptian burial chamber e.g Tutankhamun.</p> <p>Explore the significance/ importance of the mummification process to the Ancient Egyptians.</p> <p>Investigate the pyramids. How were they built and who for?</p> <p>Identify how the Egyptians communicated. What were hieroglyphics and how were they used?</p> <p>Create an in-depth study of the characteristics/ importance of an ancient civilisation (e.g. Mayans, Egyptians).</p> <p>Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions.</p> <p>Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning;</p> <p>Explore the social & religious importance of the Mayan ball game Pok –a- Tok.</p> <p>Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions.</p>	
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<p>END POINTS - EYFS</p>	<p>END POINTS – YEARS 1 AND 2</p>		<p>END POINTS – YEARS 3 AND 4</p>		<p>END POINTS – YEARS 5 AND 6</p>	
<p>To talk about what I see.</p> <p>To ask and answer simple questions.</p> <p>To explore artefacts.</p>	<ul style="list-style-type: none"> - Observe and handle evidence to ask questions and find answers about the past - Use artefacts, picture, stories, online sources to find out about the past - Identify different ways in which the past has been represented 		<ul style="list-style-type: none"> - Use evidence to ask questions and find answers to questions about the past - Suggest suitable sources of evidence for historical enquiry - Use more than one source of evidence to for historical enquiry to gain a more accurate understanding of history - Describe different accounts of a historical event, explaining some reason that accounts may differ 		<ul style="list-style-type: none"> - Use sources of evidence to deduce information from the past - Suggest suitable sources of evidence, giving reason for your choice - Use sources of information to form testable hypotheses about the past - Seek out and analyse a wide range of evidence in order to justify claims about the past - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied - Understand that no single source of evidence gives a full answer to questions about the past 	

History Progression Document

Strand: Cause and consequence

Nursery	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Understand simple questions about: 'who', 'what' and 'where'. Know some of the differences of things we can do when we're young and old.</p> <p>Talk about some of the things that have happened this year.</p>	<p>Identify at least one reason for historical events covered.</p>	<p>Describe the impact of a significant event/individual.</p> <p>Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did.</p>	<p>Describe the achievements and influence of the Ancient Greeks on the wider world, including what we are still influenced by today in modern Britain.</p>	<p>Evaluate the causes and effects for some of the key events and developments within topics studied (ongoing).</p> <p>Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122.</p> <p>Describe and provide reasons for the causes and effects of the destruction of Pompeii in 79 AD.</p>	<p>Understand the impact of the Industrial Revolution locally, nationally and globally, including on society.</p> <p>Summarize how Britain may have learned from ancient civilisations.</p> <p>Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions.</p> <p>Evaluate human impact of war/conflict on everyday life in an ancient society.</p>	<p>Apply knowledge to describe how their own lives have been influenced by a significant individual or movement.</p> <p>Investigate the significance of a historical discovery/ invention on the wider world.</p> <p>Evaluate the human impact of war/ conflict on everyday life in and ancient society and in the modern world.</p>
Reception						
<p>To know that things that are happening now are in the 'present,' and things that have happened to me are in the 'past.'</p> <p>Make sense of their own life history.</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
<p>To understand simple questions.</p> <p>To make sense of their own life history.</p>	<ul style="list-style-type: none"> - To recognise there are reason why people acted the way they did in the past - To describe the impact of a significant person or event 		<ul style="list-style-type: none"> - To understand some of the causes and consequences of some key events in history - To describe how the achievements of people in the past have influenced life today - To consider why some famous leaders made the decisions that they did 		<ul style="list-style-type: none"> - To understand that some consequences can be immediate and some consequences are long term - To understand events often have a wide range of causes- some are underlying and some are immediate - Make judgements about the most significant causes and consequences of events 	

History Progression Document

Strand: Change and continuity

Nursery	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Know some of the differences of things we can do when we're young and old.</p> <p>Talk about some of the things that have happened this year.</p>	<p>Identify some similarities, differences and changes within a particular topic (for example, toys from the past and present).</p> <p>Explain changes since birth.</p>	<p>Independently identify a range of similarities, differences and changes within a specific time period.</p> <p>Describe how people, places and events in their own locality have changed over time.</p> <p>Compare and contrast Manchester in the past and present e.g Identify how Manchester has changed and how it is changing now.</p>	<p>Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age.</p> <p>Describe the ways of life which are typically associated with the Stone Age period of history and which are likely to be accurate.</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone, Bronze and Iron Ages.</p> <p>Compare & contrast how their everyday lives are similar and different to the lives who lived in the past. e.g. Greek homes, lives of children (school/games), food, soldiers etc.</p>	<p>Compare two historical periods explaining things which changed and things which stayed the same.</p> <p>Identify, recall and describe the main similarities, differences and changes occurring across topics (for example, Romans vs Vikings).</p> <p>Recognise and describe the changes in Britain during the rule of the Romans (for example, beliefs, technology, culture, the spread of the empire) and how this has impacted on our lives today. (Romans)</p> <p>Research what life was like for children in different eras.</p> <p>Investigate aspects of Anglo-Saxon life in Britain (for example, Settlements, invasions, kingdoms, place names, village life).</p> <p>Understand how the Anglo Saxons changed Britain e.g invasions, settlements and kingdoms, place names & village life.</p> <p>Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed.</p>	<p>Describe changes to our locality during the industrial revolution.</p> <p>Make reasoned judgements why some changes and developments were important.</p> <p>Identify, describe and compare and contrast the lives of people in different sections of Egyptian Society.</p> <p>How has communication changed? From hieroglyphics to modern day.</p> <p>Identify what changes Christopher Columbus and Spanish conquistadores had on Mayan civilisation.</p> <p>Summarise how Britain may have learned from an ancient civilisation.</p>	<p>Compare modern methods of crime prevention and detection with what existed in the past.</p>
Reception						
<p>Make sense of their own life history.</p> <p>Comment on images of familiar situations within the past.</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
<p>To be able to talk about the past.</p> <p>Make sense of their own life history.</p>	<ul style="list-style-type: none"> - Recount changes that have occurred over their own lives Identify similarities and differences between ways of life in different time periods 		<ul style="list-style-type: none"> - Give a broad overview of life in Britain in the past and describe ways in which life has changed - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - To know what an empire is and understand how the world was affected by the spread and decline of empires 		<ul style="list-style-type: none"> - Describe the main changes in a period of history using terms- social, religious, political, technology, cultural - Identify periods with rapid change and compare to times with relatively little change 	

History Progression Document

Strand: Significant People, Places and Events.

Nursery	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Begin to make sense of their own life history.</p> <p>Begin to make sense of family's history.</p> <p>Know what differences there are between people and why they should be celebrated.</p>	<p>Identify and recall key features of significant historical events or themes .E.g. moon landing, space exploration (past, present and future).</p> <p>Consider one reason why an event/person is significant.</p> <p>Explain changes since birth. (Memory box)</p>	<p>Independently identify a range of similarities, differences and changes within a specific time period. (The making of Manchester)</p> <p>Identify a few causes & effects for some of the main events/significant individuals covered. (The making of Manchester / Explorers)</p> <p>Identify a range of significant aspects of a theme, e.g. explorers, and give reasons why they are significant. (Explorers)</p> <p>To recall events beyond living memory that are significant nationally or globally. (Relevant to all units)</p> <p>Give reasons why an event of individual is significant.</p> <p>Describe the impact of a significant event/individual.</p> <p>Recount the life of someone famous from Britain who lived in the past e.g. Christopher Columbus, Tatton family, Emmeline Pankhurst...</p> <p>Identify & recognise the main motives of the explorer Christopher Columbus, describe what he achieved & give reasons to help understand why he was able to accomplish what he did.</p> <p>Devise historically valid questions about a significant individual or event and answer using a number of sources e.g explore a significant event in Mcr's history.</p> <p>Begin to evaluate the causes and effects of a key event and subsequent developments within the topic studied.</p>	<p>Describe how past civilisations or lives of people in Britain developed during the Stone, Bronze and Iron Ages. (Stone age)</p> <p>Describe how their everyday lives are similar and different to living in the past times. (Ancient Greeks)</p> <p>Describe the achievements and influence of the Ancient Greeks on the wider world including what we are still influenced by today, in modern Britain.</p> <p>Describe events from the past and recall key dates of when things happened e.g. first Olympic Games, Persian War, Battle of Marathon, Greek Parliament, Alexander the Great etc.</p> <p>Describe and explain the main events in the siege of the city of Troy during the Trojan war in Ancient Greece.</p> <p>Devise historically valid questions about a significant individual or event & answer using a number of sources.</p> <p>Describe the life of Alexander the Great and explain why he was such an important leader.</p>	<p>Make valid statements about the main similarities, differences and changes occurring within topics. (Relevant to all)</p> <p>Evaluate the importance of causes and effects for some of the key events and developments within topics. (Relevant to all)</p> <p>Explain a range of possible reasons for differences in a number of accounts. (Relevant to all)</p> <p>Begin to use more complex terms e.g. empire, civilisations and parliament. (Relevant to all)</p> <p>Describe the significance/ impact of power struggles on Anglo-Saxon Britain. (Vikings)</p> <p>Identify key events in local, national and global history to develop some understanding of themes, events and people e.g. where the Roman empire began and where it spread.</p> <p>Identify how significant leaders/ figures contributed to national and international achievements across a variety of eras e.g. Julius Caesar's attempted invasion in 55 &54 BC, Edward the Confessor.</p> <p>Understand through explanation the motives for Emperor Claudius invading & occupying Britain in AD43(drama based).</p> <p>To understand the power of the Roman Army and why it was successful e.g research what a Roman soldier wore and why, formations, strategy, weapons.</p>	<p>Describe and explain the achievements of an influential leader from different periods of history e.g Hatshepsut, Ramesses II, Tutankhamun & Cleopatra VII.</p> <p>Evaluate the leadership qualities of a significant individual & make a judgement as to whether they were an effective leader.</p> <p>Explore the lives of people living in different sections of Egyptian society.</p> <p>Evaluate human impact of war/conflict on everyday life in an ancient society. (Hola Mexico)</p> <p>Understand through explanation the purpose of the ancient Mayan City of Chichen Itza.</p> <p>Make reasoned judgements why some changes and developments were important. (Industrial revolution)</p> <p>Explain and evaluate the role and significance of different causes and effects of a range of events and developments. (Industrial revolution)</p> <p>Demonstrate an understanding of why people acted the way they did. (Industrial revolution + Egyptians)</p> <p>Use appropriate historical terms in discussions and show and understanding of concepts e.g. local, regional, national and international. (Industrial revolution)</p>	<p>Debate the significance of a historical person/ event in British history. (London + Gallery Rebels)</p> <p>Apply knowledge to describe how their own lives have been influenced by a significant individual or movement. (London)</p> <p>Use and understand more complex terms in context relating to different types of history e.g. cultural, economic, military and political. (London)</p> <p>Analyse common traits and motives of leaders from different historical periods studied. (London)</p>
Reception						
<p>Make sense of their own life history.</p> <p>Comment of images of familiar situations within the past.</p> <p>Know that people in my family were young in the past and that their life was different to mine.</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	

<p>To be able to talk about the past.</p> <p>Make sense of their own life history.</p>	<p>Identify similarities and differences between ways of life in different time periods</p> <p>Identify at least one relevant cause for, and effect of an event.</p> <p>Describe how people, places and events have changed over time.</p>	<p>-</p>	<p>-</p>
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