



St Clare's Catholic Primary School

Progression Document – History

Reception						
Historical enquiry and communication	-Talk about past and present events in their own lives and lives of their family. -Make comments about similar situations have changed over time for example, school, home life, transport. -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Historical Chronology	-Recognise similarities and differences between objects and photographs of the past and now. -Begin to sort familiar events e.g. before they were born, from baby to now.					
Vocabulary	A long time ago, History, same, different, change, people, character, lives, life story, events, family history, order, compare					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	- The First Flight (beyond) Neil Armstrong/Tim Peake (within) -Great Fire of London	-Lives of Florence Nightingale/Mary Seacole George Mottershead (Chester Zoo) locality historical event	-Stone Age to Iron Age (changes in Britain) -Roman Empire (impact of Britain) local history study	-Ancient Egypt -Anglo Saxons/ Scots (Britain's settlement)	-Ancient Greece -Mayans (achievements of early civilisation)	-World War Two -British Monarchy

<p>Chronology</p> <ul style="list-style-type: none"> -timelines -Knowledge of the past/order of events -Coherent narratives 	<ul style="list-style-type: none"> -Order events e.g. school day, their life (understanding that this is a timeline) -Know and understand how people and events fit on a basic timeline. -Place focused events on timeline -Use language to describe chronology of events. 	<ul style="list-style-type: none"> -Understand how and add the events and people studied to a timeline. -Recognise that events and people can overlap on a timeline. -Describe similarities/differences between ways of life in different periods of time. -Sequence events or artefacts including photographs from the period being studied, giving reasons for their order 	<ul style="list-style-type: none"> -Understand that the past is divided into different named periods of time. -Sequence events/artefacts and periods of time on a timeline and add dates. -Use key language to compare/ convey understanding of time periods such as ancient, century, BC, AD, time period. 	<ul style="list-style-type: none"> -Build upon timeline from Y3-add studied events, dates and artefacts. -Explore and place information from primary sources in chronological order. -Describe and compare similarities and differences between different times in the past. -Begin to make links between civilisations in different periods. 	<ul style="list-style-type: none"> -Place events, people and changes of British & world history on a timeline using appropriate dates/ chronological conventions e.g. BC/BCE/AD. -Demonstrate chronology and make some links between civilisations and significant events in world history. 	<ul style="list-style-type: none"> -Recap previously taught history and add new periods of time studied on a timeline. -Identify specific changes within different periods of time. -Make connections, contrasts and trends over time and develop the appropriate use of historical terms
<p>Concepts</p> <ul style="list-style-type: none"> -Understand people's lives -The process of change -Diversity -Similarities, difference and significance 	<ul style="list-style-type: none"> -Recall simple facts of an event. -Recognise similarities and differences between 2 events in different periods of time. =Explore and describe cause/consequence-Who's fault? -Describe one cause of an event. -Begin to recognise different ways of life in the past. -Describe main differences between old and new objects. 	<ul style="list-style-type: none"> -Describe and explain the main events in significant individual's lives. -Identify similarities and differences between life in the past and modern day. -Understand and describe why people acted as they did in the past. -Understand and describe how specific individuals created change in the past. 	<ul style="list-style-type: none"> -Use a range of sources to create artefacts, explaining the significance and importance of their features. -Use evidence to identify key events of time periods studied. -Give reasons for the main events and change of a specific time periods. -Identify and compare the continuity and change of periods of time with a focus on either housing, innovations, entertainment society, food or beliefs. -Identify and describe the reasons for the invasion of Britain by 	<ul style="list-style-type: none"> -Use evidence and sources to reconstruct a time period studied. -Make connections and identify the continuity and changes within the Ancient Egyptian civilisation with other early civilisations such as Stone Age to Iron Age Britain. -Recognise and understand the Anglo-Saxon invasions, settlements and Kingdoms and the impact of village life -Identify and understand the continuity and change and explain the impact of Anglo-Saxons on our lives and society today. 	<ul style="list-style-type: none"> -Understand the complexity of people's lives in the past and how some societies differ die to changes and challenges at the time. -Identify the effects and influence of Greek achievements on the Western world e.g. democracy, philosophy, medicine. - Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. -Compare the similarities and differences between 	<ul style="list-style-type: none"> -Understand change, continuity and the significance of time studied within a wider historical context. -Identify, compare and contrast wartime/ post war to modern day. -Describe and explain cause and consequence of specific events and the impact on people's lives. -Explore and explain aspects of life at different points of British monarchy, reflecting on similarities and differences between life at difference periods of time.

			<p>the Roman and the impact that it had on Britain – identifying the effects on following civilizations and today.</p> <p>-Identify the continuity and changes to the local area as a result of Roman invasion and settlement through locality study of Chester.</p>		civilisations of Britain and Mayan civilisation	
<p>Interpretation</p> <p>-Think critically</p> <p>-Explore & weigh evidence</p> <p>-Sift arguments</p> <p>-Develop perspective and judgement.</p>	<p>-Identify and recount some information using sources such as photographs or stories.</p> <p>-Begin to compare photographs of events or people from the past to now.</p>	<p>-Use a range of sources to recount events and significance.</p> <p>Compare photographs and artefacts from the past to now, explaining how these may differ</p> <p>-Give reasons as to why things happened or why people did things by using information from sources provided</p> <p>-Begin to understand why some individuals are significant.</p>	<p>-Begin to understand that some historians' evidence of a person/event/period can be more reliable than another, understanding</p> <ul style="list-style-type: none"> • Use given sources of evidence and learning to interpret what that period was like. <p>-Explore 2 versions of same event and identifies differences in the accounts.</p>	<p>-Identify and build a judgement of the significance of Ancient Egyptians achievements and make a judgement about their impact at the time (and on today) e.g. which achievements were more impressive/influential...why?</p> <p>-Understand how knowledge of history can contradict each other, depending on the source.</p> <p>-Know that people in the past represent events or ideas in a way that persuades others.</p> <p>-Interpret information to create for and against arguments and peer discussion.</p>	<p>-Understand some sources of evidence are more reliable than others and some evidence is fact, opinion and with support help them identify those</p> <p>-Use sources of evidence and learning to draw their own interpretations of a period/event/person</p> <p>-Explain how they know if evidence is fact, opinion, bias?</p> <p>-Explore how evidence has changed over time?</p>	<p>-Evaluate the usefulness of different primary and secondary sources considering: reliability, bias and making comparisons between sources.</p> <p>-Identify different types of bias in sources: political cultural or racial.</p> <p>-Use a range of sources and information to create judgements and arguments, taking into account others viewpoints.</p>
<p>Enquiry</p> <p>What was it like for...?</p> <p>Why did...?</p> <p>How did life change...?</p>	<p>-Ask and answer questions using key parts of stories or sources to show they understand key features.</p>	<p>-Find and answer questions using sources of information provided by an adult.</p> <p>-Ask simple questions to deepen understanding.</p>	<p>-Begin to answer questions using a range of sources to underpin thoughts and ideas.</p> <p>-Begin to ask historical questions that deepen</p>	<p>-Begin to devise historically relevant questions to develop understanding of specific time periods.</p> <p>-Know the difference between primary and</p>	<p>-Use reliable sources to answer questions that will develop knowledge and understanding of people or events.</p>	<p>-Choose relevant historical sources to develop understanding and compare events.</p> <p>-Use primary and secondary sources to explore bias and</p>

How do we know...?			understanding of specific concepts. -Depict information from exploring artefacts and relevant information.	secondary sources of evidence.	-Understand how to deduct information and recognise when sources may not be reliable. -	understand that there are different interpretations of the same event written from different viewpoints
Communication -Describe/Present -Create account -Written narratives -Record analysis	-Tell others about the past using different forms of communication e.g., orally, written response (stories/narratives) or drawings, drama -Use common words and phrases to describe past events, showing awareness of time periods.	-Orally compare aspects of life in different periods of time, using key language/phrases. -Present knowledge and understanding through the use of art and written responses (diaries, reports). -Use drama to develop narratives of past events and significant individuals. -Recall dates or periods of time.	-Develop accounts and narratives of time periods studied using reliable sources. -Begin to make connections and comparisons in my work to key concepts such as cause/consequence, continuity and change, significance. -Present my knowledge and understanding in a range of written responses, including ICT. -Recall and compare specific dates of periods studied.	-Develop the appropriate use of historical terms. -Construct informed responses by thoughtfully selecting and organising relevant information. -Make connections, comparisons and reference in my written work to key concepts such as cause/consequence, continuity and change, significance. -Present my knowledge and understanding, including independent research in a range of written responses, including ICT -Recall and compare specific dates of periods studied.	-Use historical terms accurately when conveying information. -Create detailed accounts/historical judgements to describe my knowledge and understanding, including independent research, in a range of written responses, including ICT. -Recall and compare specific dates of periods studied.	-Use historical terms accurately, make pertinent and valid comparisons between periods. -Use reliable sources and research to justify, argue and make independent and group judgements. -Confidently analyse key information. -Use/apply mathematical skills when placing events in order. -Recall and compare specific dates of periods studied.
Vocabulary	Timeline Past/Present Then/Now/Before/After Similar/ difference Order/ sequence Compare Event Memory Important/significant Change Flight Cause/ Consequence Fact	Timeline Past/Present Fact Artefact Event Periods of time Compare Ways of life / lives Significant /impact Contribution Achievements Individuals Florence Nightingale	Timeline/ Sequence Time period Ancient Century BC/AD Era Similarities/differences Compare Significance Evidence Britain Temporary/permanent Palaeolithic	Timeline/ Sequence Time period Ancient Century BC/AD/ BCE Era Similarities/differences Compare Egyptian Pyramids Mummification coffin Egypt Hieroglyphs	Timeline/ Sequence Time period Compare/ contrast Trends Civilisations World History Significance Argument Interpret Ancient Greece Western World Democracy Olympic games	Organise Chronology Timeline Comparison /contrast Significance Trends Civilisations World History Artefacts Perspective Argument Interpret Military

	Great fire of London People Flight First aeroplane Tim Peake Neil Armstrong	Mary Seacole War / battle Nurse/ care Red cross George Mottershead Chester/ Chester Zoo Modern Change	Mesolithic/ Neolithic Farming Bronze/ Stone/Iron age Stonehenge Tribal Kingdoms Roman Julius Caesar Invasion Conquest Boudica Gladiator Viaduct/Aqueduct Coliseum/Amphitheatre	Sphinx Pharaoh, Tutankhamun afterlife scroll vizier Nile Goddess.	Athens Alexander the Great Helmet Coins Greek empire Pantheon/ Acropolis Mayan civilisation Mesoamerica Codex Codices Chichen Itza Glyphs Ahau/ batab Huipil	War Social/ religious Influence Invasion Allies Prejudice Nazi Holocaust Winston Churchill Monarch Reign Coronation Impact /Significance National/ global achievements
Effective questioning	Why/ How might...? When will...?	How/ Why would...? Who would...?	Which/ How is...? What if...?	Where will...? What can...?		