

History Progression Document

Nursery- Year 6

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| <p>Early Learning Goals</p> | <p>Understanding the World: Past and Present ELG</p> <ul style="list-style-type: none"> -talk about the lives of people around them and their roles in society. -know some similarities and difference 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. |
| <p>KS1 National Curriculum</p> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. -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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. -significant historical events, people and places in their own locality. |
| <p>KS2 National Curriculum</p> | <p>Pupils should be taught:</p> <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. -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. -a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world. -a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |

History Progression Map

| Knowledge and Understanding of Events, People and Changes in the Past | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| <p>Can talk about some similarities and difference between past and the present with support from an adult.</p> <p>Can talk about significant people in their lives.</p> | <p>Know some similarities and differences between the past and the present.</p> <p>Know some similarities and differences between ways of life in different periods.</p> <p>Know and recount episodes from stories and significant events in history; <i>The Great Fire of London,</i></p> <p>Understand that there are reasons why people in the past acted as they did;</p> <p>Know some significant individuals from the past: <i>Samuel Pepys</i></p> <p><i>George Stephenson</i></p> <p><i>Florence Nightingale</i></p> <p><i>Guy Fawkes</i></p> <p><i>Richard III, Elizabeth I and Queen Victoria</i></p> <p><i>Ibu Battuta, Christopher Columbus and Neil Armstrong</i></p> | <p>Understand changes over a period of time and be able to give reasons for those changes.</p> <p>Know about the everyday lives of people in time studied compared with our life today.</p> <p>Can discussed how people and events in the past have influenced life today.</p> <p>Know key features, aspects and events of the time studied;</p> <p>Understand connections and contrasts between aspects of history, people, events and artefacts studied.</p> | <p>Know connections, contrasts and trends over time in the everyday lives of people.</p> <p>Understand historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Understand the causes and results of great events and the impact these had on people.</p> <p>Know the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> |

History Progression Map

| Historical Interpretations | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| <p>Know and compare thing in the past and now, drawing on their own experiences and what has been read in class.</p> <p>Can talk about events which have happened in their lives and their families.</p> <p>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?</p> <p>Can make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Can look closely at similarities, differences, patterns and change.</p> | <p>Know and compare two versions of a past event.</p> <p>Can answer questions about past events using a range of artefacts/ photographs/pictures provided.</p> <p>Can I talk about the different ways that the past is represented.</p> <p>Understand the difference between fact and fiction when reading stories or accounts.</p> <p>Know that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Understand and use vocabulary such as: find out, explain, facts, reasons, events.</p> | <p>Know and compare more than two versions of the same event or story in history and identify differences</p> <p>Know and understand different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Can find out about everyday lives of people in time studied I can compare with our life today.</p> <p>Understand and discuss different types of evidence and sources that can be used to help represent the past.</p> | <p>Understand there is a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Can evaluate the usefulness of different sources.</p> |

History Progression Map

| Historical Enquiry | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| <p>Can sort artefacts and pictures into 'then/past' and 'now/present'.</p> <p>Can use a range of speaking and listening skills to make historical enquirers: <i>Ask questions about people in their community.</i> <i>Discuss with others about their lives and families.</i> <i>Listen to stories about different communities and lives.</i></p> <p>Can observe or handle evidence to ask simple questions about the past.</p> | <p>Can sequence a collection of artefacts. Can use and discuss a time line.</p> <p>Understand and discuss the effectiveness of sources and objects.</p> <p>Can ask and answer questions related to different sources and objects.</p> <p>Can observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Can choose and select evidence and say how it can be used to find out about the past.</p> | <p>Can use the library and other resources/ artefacts to research past events. Can use a range of sources to find out about a period in time. Can choose relevant material to present a picture of an aspect in time.</p> <p>Can use a range of primary and secondary sources to find out about the past.</p> <p>Can gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Can begin to undertake their own research</p> | <p>Can confidently use the library and other resources/artefacts to research past events.</p> <p>Can use a wide range of different evidence to collect evidence about the past, such as , <i>pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</i></p> <p>Can select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Can recognise when they are using primary and secondary sources of information to investigate the past. Know how to identify primary and secondary sources.</p> <p>Can use evidence to build up a picture of life in time studied.</p> <p>Can select relevant sections of information.</p> |

History Progression Map

| Chronology | | | |
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| EYFS | KS1 | LKS2 | UKS2 |
| <p>Can sequence pictures to show chronological order (Example: baby, toddler and child).</p> <p>Can use simple words to talk about the passing of time (past, present, now and next).</p> | <p>Can begin to order dates from earliest to latest on a simple timeline.</p> <p>Can sequence pictures different periods (past to present).</p> <p>Can sequence artefacts (toys) and events that we close together in time.</p> <p>Know the differences between ways of life in the past and the present.</p> <p>Can describe memories and changes that have happened in their own lives.</p> <p>Can use words and phrases to talk about the passing of time (old, new, earliest, latest, past, present, future, oldest, modern, before, after).</p> | <p>Can use a timeline to order specific time periods using dates including those which are further apart (events, people, artefacts).</p> <p>Know that the past can be divided into different periods of time; BC (Before Christ) and AD (Anno Domini).</p> <p>Can explain memories and changes that have happened in their own lives and other peoples (WW2).</p> <p>Can discuss similarities and different between different periods of time.</p> <p>Know some significant dates in history.</p> | <p>Can use a timeline to order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Know some significant dates.</p> <p>Can accurately use dates and terms to describe historical events.</p> |