



Danegrove Primary School

Progression in History



Year Group	Historical Period/Theme	Chronological Understanding	Historical Understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
1	<p>Changes within living memory</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Autumn -My Family History</p> <p>Spring – Toys, The Seaside</p> <p>Summer -Natural World (Inc. dinosaurs and explorers)</p>	<p>To sequence some events or two related objects in order</p> <p>To remember and describe parts of stories and memories of key events in my life and about the past</p> <p>To make observations about the past and present</p> <p>Use historical words and phrases to indicate the passing of time: old, new, before, after, a long time ago, past, present</p>	<p>Identify the difference between past and present in one's own and others' lives.</p> <p>To describe simple historical events</p> <p>To understand why people did things, why events happened and what this led to.</p> <p>To talk about why some things have changed and some things have stayed the same.</p> <p>To describe significant people, both past and present.</p>	<p>To begin to identify and recount details from the past using pictures, stories, photographs, buildings and artefacts</p> <p>To know the difference between fact and fiction in stories.</p> <p>To compare pictures/photographs of events or people in the past</p> <p>To begin to compare different versions (2) of the same past event</p> <p>To begin to understand (via discussion) the reliability of evidence used (photos, stories, accounts)</p>	<p>To begin to make simple observations of artefacts, photographs, pictures, stories and digital media.</p> <p>To begin to compare artefacts by discussing their uses, similarities and differences</p> <p>To begin to both, ask simple questions and find the answers to simple questions about the past from a variety of sources (artefacts, pictures, photographs, stories & digital media)</p>	<p>To begin to show knowledge and understanding about the past in different ways: role play, oral recounts/discussions, drawing, making, writing, digital media</p> <p>To begin to use words and phrases such as: recently, when my parents were younger/children, a long time ago, months, years, decades, centuries</p> <p>To begin to use and understand the words/concepts relating to explorers and monarchy.</p>

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2	<p>Events beyond living memory that are significant nationally or globally</p> <p>Learning about the lives of significant individuals in the past</p> <p>Autumn – London - Great Fire of London</p> <p>Spring 1 – Monarchy</p> <p>Spring 2 – Heroes and Heroines</p> <p>Summer – We are Britain</p>	<p>To sequence some events or three or more related objects in order</p> <p>To make observations about the past and present</p> <p>Use historical words and phrases to indicate the passing of time: before, after, past, present, recently, decade, century, evidence, artefacts</p> <p>Label basic timelines with pictures, words or phrases and give reasons for their order</p> <p>Use dates to talk about people or events from the past</p>	<p>To describe simple historical events</p> <p>To understand why people did things, why events happened, when they happened and what this led to.</p> <p>To describe significant people, both past and present.</p> <p>To connect my learning of historical people or events to others that I have learnt about before</p>	<p>To continue to develop their ability to identify and recount details from the past using pictures, people, stories, photographs, buildings and artefacts</p> <p>To explain the causes of an historical event and begin to explain what the impact was</p> <p>To know the difference between fact and fiction in stories.</p> <p>To continue to compare pictures/photographs of events or people in the past</p> <p>To develop their ability to compare different versions (2) of the same past event</p> <p>To develop their ability to understand (via discussion) the reliability of evidence used (photos, stories, accounts)</p>	<p>To make simple observations of artefacts, photographs, pictures, stories and digital media.</p> <p>To compare artefacts by discussing their uses, similarities and differences</p> <p>To both ask simple questions and find the answers to simple questions about the past from a variety of sources (artefacts, pictures, photographs, stories & digital media)</p> <p>To understand how evidence is collected and ask questions such as: What was it like for people? What happened? How long ago?</p> <p>I can research the life of a famous person from the past using different sources to help me</p>	<p>To show knowledge and understanding about the past in different ways: role play, oral recounts/discussions, drawing, making, writing, digital media</p> <p>To use words and phrases such as: recently, a long time ago, evidence, timeline months, years, decades, centuries,</p> <p>To begin to use and understand the words/concepts relating to explorers and monarchy.</p>

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3	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Achievements of the earliest civilisations (The Ancient Egyptians)</p> <p>Autumn – Rainforests</p> <p>Spring 1 – Rocking Through the Ages (Stone Age – Iron Age)</p> <p>Summer – Ancient Egypt</p>	<p>To begin to understand the concept of change over time representing this, along with evidence, on a timeline</p> <p>To begin to understand and use more complex terms such as BC and AD</p> <p>Use dates relating to the passing of time and learn significant dates</p>	<p>To begin to give reasons as to why certain events happened as they did in history</p> <p>To give a broad overview of what life was like in Ancient Egypt</p> <p>To find out about the everyday lives of people in time being studied and compare with our lives today</p> <p>To identify reasons for and the results of people's actions</p>	<p>To begin to talk about the causes and consequences about some of the main events and changes in history</p> <p>To begin to describe the characteristic features of the past including beliefs, attitudes and experiences of men, women and children</p> <p>To begin to describe the social, cultural or religious diversity of past societies</p> <p>I can look at representations of the period – in museum, cartoons, art work, poems etc.</p> <p>To begin to evaluate the usefulness of different sources and explain why they are different</p>	<p>To select and record evidence, relevant to study</p> <p>To begin to recognise the role that archaeologists have had</p> <p>To make deductions about life in the past from pictures of the landscape at that time</p> <p>To ask and answer questions to gain a more accurate understanding of history using a range of sources (artefacts, pictures, photographs, stories & digital media)</p>	<p>Begin to communicate knowledge and understanding in a variety of ways – discussion, pictures, annotations, writing, drama, art and digital media</p> <p>Work in groups to sort different sources and present findings</p> <p>To begin to use dates and terms with increasing accuracy</p>

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4	The Roman Empire and its impact on Britain	To recognise and quantify the different time periods that exist between groups that invaded Britain	To explain how events from the past have helped shape our lives today	To distinguish between primary and secondary sources of evidence and evaluate their reliability	To suggest an appropriate source(s) of evidence to use to help answer questions	To develop their ability to communicate knowledge and understanding in a variety of ways – discussion, pictures, annotations, writing, drama, art and digital media
	Britain's settlement by Anglo Saxons and Scots	To use a timeline within a specific time in history to set out the order in which things may have happened	To begin to suggest why certain people acted as they did in history	To give reasons as to why there may be different accounts of history	To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history	To discuss and decide on the most appropriate way to present information and realise that it is for an audience
	Autumn – Romans	To retell an event with a sequence of dates	To appreciate why Britain would have been an important country to invade and conquer		To research what it was like for men, women and children in a given period from the past and use different forms to present my findings	To use dates and terms with increasing accuracy when describing a historical event
	Spring – Extreme Earth	To begin to understand and use more complex terms such as BC, AD, chronology, era, time period	To describe and begin to explain changes that have happened in the locality of the school		To compare and contrast sources of evidence that was found based on their own research	
	Summer 1 – Anglo Saxons		To give a broad overview of life in Britain under the Roman Empire			
	Summer 2 – A local history study		To describe social, ethnic, cultural or religious diversity of past societies.			

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5	The Viking and Anglo-Saxon struggle for the Kingdom of England of England to the time of Edward the Confessor	<p>To accurately place and sequence local, national and international events on a timeline</p> <p>To identify changes within and across historical periods</p>	<p>To answer historical questions, using information and evidence that I have carefully considered and selected</p> <p>To begin to make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same</p>	<p>To understand that people, both now and in the past, can represent events or ideas in ways that persuade others</p> <p>To give reasons and explanations as to why there may be different accounts of history</p> <p>To explain how some aspects of history/historical events have had an impact elsewhere in the world</p>	<p>To realise that there is often not one single answer to a historical question</p> <p>To devise historical questions about the period I am studying</p> <p>Can I seek out and analyse range of evidence in order to justify claims about the past</p> <p>To select suitable sources of evidence, sometimes giving reasons for choices and how it supports a historical argument</p> <p>To begin to identify propaganda and begin to show my understanding of it</p>	<p>To communicate knowledge and understanding in a variety of ways – discussion, pictures, annotations, writing, drama, art and digital media</p> <p>To present information in the most appropriate way and realise that it is for an audience</p> <p>To use dates and terms with accurately when describing a historical event</p>
	A non-European study that contrasts with British history	<p>To compare and begin to contrast between periods in history, commenting on trends over time</p> <p>To begin to place features of historical events and people from past societies and periods in a chronological framework</p> <p>To understand and use more complex terms such as BC, AD, chronology, era, time period</p>	<p>To appreciate that significant events in history have helped shape the country we have today</p> <p>To give a broad overview of life in Britain under the Anglo-Saxons</p>			
	Autumn – Space					
	Spring – Chocolate (including the Mayan Civilisation)					
	Summer – Anglo-Saxons v Vikings: Who was more powerful?					

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6	A study of Greek life and their influence on the western world	To compare and contrast between periods in history, commenting on trends over time	To describe in detail any historical events from the different period/s I am studying/have studied	To appreciate that how we make decisions as a country has been through a Parliament for some time	To devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying	To use dates and terms with accuracy when describing one or more historical event(s)
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	To create timelines which outline the development of specific features, such as: medicine, weaponry, transport, technology, culture and religion	To make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same	To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied	To seek out and analyse a wide range of evidence in order to justify claims about the past	To plan and carry out an investigation into a time in history
	Autumn – Great American Road Trip	To describe the main changes in a period of history, using terms such as: social, religious, political, technological and cultural	To give a broad overview of what life was like during WW2	To identify continuity and change in the history of the locality of the school	To appreciate how historical artefacts have helped us understand more about lives in the present and past	To communicate knowledge and understanding in a variety of ways – discussion, pictures, annotations, extended writing, drama, art and digital media
	Spring 1 – London: The Impact of War	To be able to place features of historical events and people from past societies and periods in a chronological framework	To list historical facts about British history (since 1950)	To compare interpretations of history and consider ways of checking for accuracy	To select suitable sources of evidence whilst giving reasons for choices and how it supports a historical argument	
	Spring 2 - London: What a difference 50 years make (1950-2000)		To understand the characteristics of people from past societies, their beliefs and to recognise not all views are shared			
	Summer – Ancient Greece					