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**Progression Overview – History**

**2024-2025**

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|  | **Chronological understanding** | **Historical enquiry** | **Knowledge and Interpretation** | **Organisation/Communication**  **(to be incorporated throughout the year)** |
| **Nursery** | As a historian:  Retell a simple past event in correct order (e.g. I went down the slide, I hurt my finger).  Remember and talk about significant events in my own experience  Understand and use vocabulary such as: **yesterday, last week, at the weekend, this morning, last night** | As a historian:  Question why things happen  Begin to understand why and how questions  Understand and use vocabulary such as: **how, why** | As a historian:  Develop an understanding of growth, decay and changes over time  Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world  Talk about people within their community, such as the police, the fire service, doctors and teachers.  **Compare and contrast characters from stories including figures from the past**  Understand and use vocabulary such as: **I can see, I saw, same, different, change, what happened, why because** | Organisation and Communication  Communicate their knowledge through: Discussion  Drawing pictures  Drama/role play  Making models  Writing  Using ICT |
| **Reception** | As a historian:  Talk about past and present events in my own life and in the lives of family members  Understand and use vocabulary such as: **yesterday, last week, at the weekend, this morning, last night** | As a historian:  Answer how and why questions about experiences and in response to stories or events  Understand and use vocabulary such as: **how, why, because, find out, I wonder what/if/when/why** | As a historian:  Make observations of animals and plants and explain why some things occur, and talk about changes  Look closely at similarities, differences, patterns and change  Talk about people within their community, such as the police, the fire service, doctors and teachers.  **Compare and contrast characters from stories including figures from the past**  Understand and use vocabulary such as: **I can see, I saw, same, different, similar, change, what happened, because, explain** | Organisation and Communication  Communicate their knowledge through: Discussion  Drawing pictures  Drama/role play  Making models  Writing  Using ICT |

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| **Year 1** | As a historian:  Put up to three objects in chronological order (recent history) on a time line  Label timelines with pictures, words or phrases  Tell others about changes that have happened in my own life since I was born  Talk about how things have changed since my parents or grandparents were children Use dates to talk about people or events from the past (when appropriate)  Understand and use vocabulary such as: **in order, a long time ago, recently, when my parents/carers, grandparents were children, in the …… times** | As a historian:  Show some understanding of how people find out about the past  Show some understanding of how evidence is collected and used to make historical facts  Ask questions such as: What was it like for people What happened How long ago  Answer questions by using different sources, such as an information book or pictures, including drawings, paintings, prints from the past  Understand and use vocabulary such as: **questions, find out, evidence, collect, history, information, research, sources, artefacts** | As an historian:  Answer questions using a range of artefacts/ photographs/pictures provided  Talk about the different ways that the past is represented  Recount some interesting facts from an historical event  Talk about some important people from the past  Talk about how their actions changed the way we do things today  Recognise that there are reasons why people in the past acted as they did  Tell you how I found out about people or events in the past  Find out more about a famous person from the past and carry out some research on him or her  Find out something about the past by talking to an older person  Recognise that some forms of evidence are more reliable than others when finding out about the past  Show an understanding of the word ‘nation’ and the concept of a nation’s history  Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events  Understand and use vocabulary such as: **find out, explain, facts, reasons, events, actions** | Organisation and Communication Communicate their knowledge through: Discussion  Drawing pictures  Drama/role play  Making models  Writing  Using ICT |

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| **Year 2** | As a historian:  Place events or artefacts in order on a timeline  Label timelines with pictures, words or phrases and give reasons for their order  Make connections between long and short term time scales Use dates to talk about people or events from the past (when appropriate)  Connect my new learning of historical people or events to others that I have learnt about before  Understand and use vocabulary such as: **in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents’/carers’ lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ……. period, in …… times** | As a historian:  Understand and talk about how people find out about the past  Show understanding of how evidence is collected and used to make historical facts  Ask questions such as: What was it like for people What happened How long ago  Answer questions by using a specific source, such as an information book  Research the life of someone who used to live in my area using the Internet and other sources to find out about them Research the life of a famous Briton from the past using different resources to help me  Understand and use vocabulary such as: **questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate** | As a historian:  Describe historical events  Describe significant people from the past and talk about what they did  Explain the causes of an historical event and what the consequences were  Explain what impact that significant events from the past have had on the way we live today  Talk about similarities and differences between two different time periods  Explain how local people or events in history have changed things nationally or internationally  Explain why someone in the past acted in the way they did  Choose and use parts of stories or other sources to show that I understand events or people from the past  Explain why Britain has a special history by naming some famous events and some famous people  Talk about what type of evidence is reliable when finding out about the past Talk about a ‘nation’, an aspect of its history and the impact it has had on the nation  Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events  Create my own accounts of historical people or events  Understand and use vocabulary such as: **find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods** | Organisation and Communication Communicate their knowledge through: Discussion  Drawing pictures  Drama/role play  Making models  Writing  Using ICT |

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| **Year 3** | As a historian:  Begin to use dates and historical terms to describe events  Begin to use a timeline within a specific time in history to set out the order things may have happened Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain  Place events, artefacts and historical figures on a timeline using dates  Begin to understand the concept of change over time, representing this, along with evidence, on a time line  Understand and use appropriate historical vocabulary to communicate, including: **dates, BC, AD, time period, change, ancient, century, decade** | As a historian:  Begin to use evidence to ask questions and find answers to questions about the past  Begin to suggest suitable sources of evidence for historical enquiry  Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history  Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past  Begin to use research skills in finding out facts about the time period I am studying  Begin to compare and contrast different forms of evidence in my research  Begin to research what it was like for specific people e.g. children, during the time period I am studying | As a historian:  Begin to give reasons why certain events happened as they did in history  Begin to talk about why certain people acted as they did in history  Begin to explain how events from the past have helped shape our lives today  Begin to appreciate why Britain would have been an important country to have invaded and conquered  Begin to describe changes that have happened in the locality of the school throughout history  Give a broad overview of what life was like in ……….  Begin to compare some of the times studied with those of other areas of interest around the world  Begin to describe the social, cultural or religious diversity of past societies  Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children  Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ  Talk about the causes and consequences of some of the main events and changes in history  Use my English, Maths and Computing skills to communicate information about the past | Organisation and Communication  Communicate their knowledge through: Discussion  Drawing pictures  Drama/role play  Making models  Writing  Using ICT  Recall, select and organise historical information.  Communicate knowledge and understanding |

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| **Year 4** | As a historian:  Use dates and historical terms to describe events  Use a timeline within a specific time in history to set out the order things may have happened  Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain  Place events, artefacts and historical figures on a timeline using dates  Understand the concept of change over time, representing this, along with evidence, on a time line  Understand and use appropriate historical vocabulary to communicate, including: **dates, time period, era, change, chronology, ancient, century, decade** | As a historian:  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 for historical enquiry in order to gain a more accurate understanding of history  Recognise the part that archaeologists have had in helping us understand more about what happened in the past  Use my research skills in finding out facts about the time period I am studying Through my research,  Compare and contrast different forms of evidence  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 | As a historian:  Suggest why certain events happened as they did in history  Suggest why certain people acted as they did in history  Explain how events from the past have helped shape our lives today  Begin to appreciate why Britain would have been an important country to have invaded and conquered  Describe changes that have happened in the locality of the school throughout history  Give a broad overview of life in Britain, e.g. under the Roman Empire, during the Stone Age  Compare some of the times studied with those of other areas of interest around the world  Describe the social, ethnic, cultural or religious diversity of past societies  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children  Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ Suggest causes and consequences of some of the main events and changes in history  Use my English, Maths and Computing skills to a good standard to communicate information about the past | Organisation and Communication  Communicate their knowledge through: Discussion  Drawing pictures  Drama/role play  Making models  Writing  Using ICT  Recall, select and organise historical information.  Communicate knowledge and understanding |

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| **Year 5** | As a historian:  Use dates and historical terms more accurately in describing events  Place features of historical events and people from past societies and periods in a chronological framework  Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc  Describe the main changes in a period of history (using terms such as: social, religious and cultural)  Identify periods of rapid change in history and begin to contrast them with times of relatively little change  Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line  Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line  Begin to make connections and contrasts between different time periods studied and talk about trends over time  Understand and use appropriate historical vocabulary to communicate, including: **dates, time period, era, chronology, continuity, change, century, decade** | As a historian:  Devise historical questions about the period I am studying  Seek out and analyse range of evidence in order to justify claims about the past  Understand that no single source of evidence gives the full answer to questions about the past  Test out a hypothesis in order to answer a question  Appreciate how historical artefacts have helped us understand more about British lives in the present and past  Use some different sources of evidence to deduce information about the past  Select suitable sources of evidence, sometimes giving reasons for choices  Give a reason to support an historical argument  Identify propaganda and begin to show my understanding of it  Refine lines of enquiry as appropriate | As a historian:  Answer historical questions, using information and evidence that I have carefully considered and selected  Understand how our knowledge of the past is constructed from a range of sources  Describe with some detail any historical events from the different period/s I am studying/have studied  Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same  Begin to appreciate that how we make decisions as a country has been through a Parliament for some time  Appreciate that significant events in history have helped shape the country we have today  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied  Identify continuity and change in the history of the locality of the school  Give a broad overview of life in Britain and some major events from the rest of the world  Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world  Describe the social, ethnic, cultural or religious diversity of past society  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children  Explain how some aspects of history/historical events have had an impact elsewhere in the world  Use my English, Maths and Computing skills to an exceptional standard to communicate information about the past. Use original ways to present information and ideas | Organisation and Communication  Communicate their knowledge through: Discussion  Drawing pictures  Drama/role play  Making models  Writing  Using ICT  Recall, select and organise historical information.  Communicate knowledge and understanding |
| **Year 6** | As a historian:  Use dates and historical terms accurately in describing events  Place features of historical events and people from past societies and periods in a chronological framework Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)  Identify periods of rapid change in history and contrast them with times of relatively little change  Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line  Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line  Make connections and contrasts between different time periods studied and talk about trends over time  Understand and use appropriate historical vocabulary to communicate, including: **dates, time period, era, chronology, continuity, change, century, decade, legacy** | As a historian:  Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying  Seek out and analyse a wide range of evidence in order to justify claims about the past  Use sources of information to form testable hypotheses about the past  Understand that no single source of evidence gives the full answer to questions about the past  Test out a hypothesis in order to answer a question  Appreciate how historical artefacts have helped us understand more about British lives in the present and past  Use a wide range of sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choices  Give more than one reason to support an historical argument  Identify and explain my understanding of propaganda  Refine lines of enquiry as appropriate | As a historian:  Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made  Understand how our knowledge of the past is constructed from a range of sources  Describe in detail any historical events from the different period/s I am studying/have studied  Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same  Begin to appreciate that how we make decisions as a country has been through a Parliament for some time  Appreciate that significant events in history have helped shape the country we have today  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied  Identify continuity and change in the history of the locality of the school  Give a broad overview of life in Britain and some major events from the rest of the world  Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world  Describe the social, ethnic, cultural or religious diversity of past society  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children  Explain how some aspects of history/historical events have had an impact elsewhere in the world  Use my English, Maths and Computing skills to an exceptional standard to communicate information about the past Use original ways to present information and ideas | Organisation and Communication Select and organise information to produce structured work, making appropriate use of dates and terms. |