**Shortlanesend**

**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 experienceUnderstand and use vocabulary such as: **yesterday, last week, at the weekend, this morning, last night** | As a historian:Question why things happenBegin to understand why and how questionsUnderstand and use vocabulary such as: **how, why** | As a historian:Develop an understanding of growth, decay and changes over timeComment and ask questions about aspects of my familiar world such as the place where I live or the natural worldTalk 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 CommunicationCommunicate their knowledge through: DiscussionDrawing picturesDrama/role playMaking modelsWritingUsing ICT |
| **Reception** | As a historian:Talk about past and present events in my own life and in the lives of family membersUnderstand 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 eventsUnderstand 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 changesLook 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 CommunicationCommunicate their knowledge through: DiscussionDrawing picturesDrama/role playMaking modelsWritingUsing ICT |

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| **Year 1** | As a historian:Put up to three objects in chronological order (recent history) on a time lineLabel timelines with pictures, words or phrasesTell others about changes that have happened in my own life since I was bornTalk 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 pastShow some understanding of how evidence is collected and used to make historical factsAsk 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 providedTalk about the different ways that the past is representedRecount some interesting facts from an historical eventTalk about some important people from the pastTalk about how their actions changed the way we do things today Recognise that there are reasons why people in the past acted as they didTell you how I found out about people or events in the pastFind out more about a famous person from the past and carry out some research on him or herFind out something about the past by talking to an older personRecognise that some forms of evidence are more reliable than others when finding out about the pastShow an understanding of the word ‘nation’ and the concept of a nation’s historyShow an understanding of concepts such as monarchy, parliament, war and peace when learning about historical eventsUnderstand and use vocabulary such as: **find out, explain, facts, reasons, events, actions** | Organisation and Communication Communicate their knowledge through: DiscussionDrawing picturesDrama/role playMaking modelsWritingUsing ICT |

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| **Year 2** | As a historian:Place events or artefacts in order on a timelineLabel timelines with pictures, words or phrases and give reasons for their orderMake 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 beforeUnderstand 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 pastShow understanding of how evidence is collected and used to make historical factsAsk questions such as: What was it like for people What happened How long agoAnswer questions by using a specific source, such as an information bookResearch 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 meUnderstand 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 eventsDescribe significant people from the past and talk about what they didExplain the causes of an historical event and what the consequences wereExplain what impact that significant events from the past have had on the way we live todayTalk about similarities and differences between two different time periodsExplain how local people or events in history have changed things nationally or internationallyExplain why someone in the past acted in the way they didChoose and use parts of stories or other sources to show that I understand events or people from the pastExplain why Britain has a special history by naming some famous events and some famous peopleTalk 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 nationShow an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and eventsCreate my own accounts of historical people or eventsUnderstand and use vocabulary such as: **find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods** | Organisation and Communication Communicate their knowledge through: DiscussionDrawing picturesDrama/role playMaking modelsWritingUsing ICT |

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| **Year 3** | As a historian:Begin to use dates and historical terms to describe eventsBegin 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 BritainPlace events, artefacts and historical figures on a timeline using datesBegin 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 pastBegin to suggest suitable sources of evidence for historical enquiryUse more than one source of evidence for historical enquiry in order to gain a more accurate understanding of historyBegin to recognise the part that archaeologists have had in helping us understand more about what happened in the pastBegin to use research skills in finding out facts about the time period I am studyingBegin to compare and contrast different forms of evidence in my researchBegin 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 historyBegin to talk about why certain people acted as they did in historyBegin to explain how events from the past have helped shape our lives todayBegin to appreciate why Britain would have been an important country to have invaded and conqueredBegin to describe changes that have happened in the locality of the school throughout historyGive 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 worldBegin to describe the social, cultural or religious diversity of past societiesBegin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and childrenBegin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differTalk about the causes and consequences of some of the main events and changes in historyUse my English, Maths and Computing skills to communicate information about the past | Organisation and Communication Communicate their knowledge through: DiscussionDrawing picturesDrama/role playMaking modelsWritingUsing ICTRecall, 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 eventsUse a timeline within a specific time in history to set out the order things may have happenedBegin to recognise and quantify the different time periods that exist between different groups that invaded BritainPlace events, artefacts and historical figures on a timeline using datesUnderstand the concept of change over time, representing this, along with evidence, on a time lineUnderstand 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 pastSuggest suitable sources of evidence for historical enquiryUse more than one source of evidence for historical enquiry in order to gain a more accurate understanding of historyRecognise the part that archaeologists have had in helping us understand more about what happened in the pastUse my research skills in finding out facts about the time period I am studying Through my research,Compare and contrast different forms of evidenceResearch 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 historySuggest why certain people acted as they did in historyExplain how events from the past have helped shape our lives todayBegin to appreciate why Britain would have been an important country to have invaded and conqueredDescribe changes that have happened in the locality of the school throughout historyGive a broad overview of life in Britain, e.g. under the Roman Empire, during the Stone AgeCompare some of the times studied with those of other areas of interest around the worldDescribe the social, ethnic, cultural or religious diversity of past societiesDescribe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and childrenDescribe 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 historyUse my English, Maths and Computing skills to a good standard to communicate information about the past | Organisation and Communication Communicate their knowledge through: DiscussionDrawing picturesDrama/role playMaking modelsWritingUsing ICTRecall, 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 eventsPlace features of historical events and people from past societies and periods in a chronological frameworkCreate timelines which outline the development of specific features, such as medicine; weaponry; transport, etcDescribe 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 changeBegin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time lineExplain the chronology of different time periods (local, British and world history) and how they relate to one another on a time lineBegin to make connections and contrasts between different time periods studied and talk about trends over timeUnderstand 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 studyingSeek out and analyse range of evidence in order to justify claims about the pastUnderstand that no single source of evidence gives the full answer to questions about the pastTest out a hypothesis in order to answer a questionAppreciate how historical artefacts have helped us understand more about British lives in the present and pastUse some different sources of evidence to deduce information about the pastSelect suitable sources of evidence, sometimes giving reasons for choicesGive a reason to support an historical argumentIdentify propaganda and begin to show my understanding of itRefine lines of enquiry as appropriate | As a historian:Answer historical questions, using information and evidence that I have carefully considered and selectedUnderstand how our knowledge of the past is constructed from a range of sourcesDescribe with some detail any historical events from the different period/s I am studying/have studiedMake comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the sameBegin to appreciate that how we make decisions as a country has been through a Parliament for some timeAppreciate that significant events in history have helped shape the country we have todayShow an awareness of the concept of propaganda and how historians must understand the social context of evidence studiedIdentify continuity and change in the history of the locality of the schoolGive a broad overview of life in Britain and some major events from the rest of the worldMake connections, compare and contrast some of the times studied with those of the other areas of interest around the worldDescribe the social, ethnic, cultural or religious diversity of past societyDescribe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and childrenExplain 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 CommunicationCommunicate their knowledge through: DiscussionDrawing picturesDrama/role playMaking modelsWritingUsing ICTRecall, select and organise historical information.Communicate knowledge and understanding |
| **Year 6** | As a historian:Use dates and historical terms accurately in describing eventsPlace 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, etcDescribe 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 changeUnderstand the concepts of continuity and change over time, representing them, along with evidence, on a time lineExplain the chronology of different time periods (local, British and world history) and how they relate to one another on a time lineMake connections and contrasts between different time periods studied and talk about trends over timeUnderstand 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 studyingSeek out and analyse a wide range of evidence in order to justify claims about the pastUse sources of information to form testable hypotheses about the pastUnderstand that no single source of evidence gives the full answer to questions about the pastTest out a hypothesis in order to answer a questionAppreciate how historical artefacts have helped us understand more about British lives in the present and pastUse a wide range of sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choicesGive more than one reason to support an historical argumentIdentify and explain my understanding of propagandaRefine 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 madeUnderstand how our knowledge of the past is constructed from a range of sourcesDescribe in detail any historical events from the different period/s I am studying/have studiedMake comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the sameBegin to appreciate that how we make decisions as a country has been through a Parliament for some timeAppreciate that significant events in history have helped shape the country we have todayShow an awareness of the concept of propaganda and how historians must understand the social context of evidence studiedIdentify continuity and change in the history of the locality of the schoolGive a broad overview of life in Britain and some major events from the rest of the worldMake connections, compare and contrast some of the times studied with those of the other areas of interest around the worldDescribe the social, ethnic, cultural or religious diversity of past societyDescribe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and childrenExplain how some aspects of history/historical events have had an impact elsewhere in the worldUse 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. |