



# Christ Church C of E Primary School

Have Faith...

## Key Learning in History: Progression Document

*“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”*

### 1 Peter 4: 10

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>Order simple experiences in relation to themselves and others including stories, events, experiences.</li> <li>Use language of time when talking about the past/present events in their own lives. e.g. today, yesterday, tomorrow, old, new, past, future, before and after.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the distinction between past and present.</li> <li>Order and sequence some familiar events and objects.</li> <li>Identify some similarities and differences between ways of life at different times.</li> <li>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'</li> </ul>	<ul style="list-style-type: none"> <li>Order and sequence events and objects.</li> <li>Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>Use common words and phrases concerned with the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Use some dates and historical terms when ordering events and objects.</li> <li>Demonstrate awareness that the past can be divided into different periods of time.</li> <li>Explore trends and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and historical terms when ordering events and objects.</li> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>Identify where people, places and periods of time fit into a chronological framework.</li> <li>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</li> </ul>
<b>Knowledge and Understanding: Events, People and Changes</b>	<ul style="list-style-type: none"> <li>Show an interest in significant events and experiences in the lives of others, including friends and family members.</li> </ul>	<ul style="list-style-type: none"> <li>Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>Describe some changes within their living memory (including aspects of national life where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Develop awareness of significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</li> <li>Describe some aspects of the Roman Empire and recognise its impact on Britain.</li> <li>Demonstrate knowledge of aspects of history significant in their locality</li> </ul>	<ul style="list-style-type: none"> <li>Describe some aspects of Britain’s settlement by Anglo-Saxons and Scots.</li> <li>Describe aspects of the Viking and Anglo Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</li> <li>Describe key aspects of a non-European society such as the Maya civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</li> <li>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate more in-depth knowledge of one specific civilisation, e.g., Ancient Egypt.</li> <li>Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</li> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> </ul>
<b>Historical Enquiry: Interpretation and using Sources</b>	<ul style="list-style-type: none"> <li>Find out about people, places, events, objects, ask questions, use different sources to find the answers,</li> <li>Describe features of objects, people, places at different times and make comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different people, events, beliefs and communities.</li> <li>Use sources to answer simple questions about the past.</li> <li>Identify some of the basic ways in which the past can be represented.</li> <li>Choose parts of stories and other sources to show what they know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>Consider why things may change over time.</li> <li>Recognise some basic reasons why people in the past acted as they did.</li> <li>Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to address historically valid questions.</li> <li>Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>Recognise that different versions of past events may exist.</li> <li>Describe some of the ways the past can be represented</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to address historically valid questions and hypotheses.</li> <li>Recognise how sources of evidence are used to make historical claims.</li> <li>Recognise why some events happened and what happened as a result.</li> <li>Identify historically significant people and events in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>Evaluate sources and make simple inferences.</li> <li>Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>Give some reasons for contrasting arguments and interpretations of the past.</li> <li>Describe the impact of historical events and changes.</li> <li>Recognise that some events, people and changes are judged as more significant than others.</li> </ul>

In yourself... In others... In God.

“For nothing will be impossible with God” Luke 1:37



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<b>Organisation and Communication</b>	<ul style="list-style-type: none"> <li>• Talk about key events in own lives, about family and friends. Other people including significant people.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe special or significant events.</li> <li>• Retell simple stories or events from the past.</li> <li>• Use simple historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what / who was significant in simple historical accounts.</li> <li>• Demonstrate simple historical concepts and events through role-play, drawing and writing.</li> <li>• Use a variety of simple historical terms and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss some historical events, issues, connections and changes.</li> <li>• Select and organise historical information to present in a range of ways.</li> <li>• Use relevant historical terms and vocabulary linked to chronology</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss significant aspects of, and connections between, different historical events.</li> <li>• Select and organise relevant historical information to present in a range of ways.</li> <li>• Use relevant and appropriate historical terms and vocabulary linked to chronology</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and debate historical issues.</li> <li>• Use appropriate vocabulary when discussing and describing historical events.</li> <li>• Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</li> <li>• Choose relevant ways to communicate historical findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>• Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>• Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>• Choose the most appropriate way of communicating different historical findings.</li> </ul>
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