



Sutton in Craven C.E (V.C) Primary School



History

Progression Document

EYFS – Year 6

Flourish together, in the love of God, to live life in all its fullness.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	<p>Key Learning Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Learn new vocabulary</p>	<p>Key Learning Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Key Learning Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Key Learning Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Key Learning Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Key Learning Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Key Learning Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for</p>
End of KS expectations		Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of			

		<p>between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>	<p>relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
<p>Vocabulary</p>		<p>Long ago family tree new old past, present & future. Now & then after artefact before chronological recent history fact & fiction succession before I was born chronological order eye-witness historical event local area reliability research Compare</p>	<p><u>KS1 vocabulary and :</u> AD & BC century decade differences evidence historian historical information period similarities timeline accurate advanced developments historical argument impact picture of the past point of view recent history time difference</p>

		sequence source	comparison hypothesis influence time period causes in history civilisations interpretations major influence multi-cultural summarise viewpoint world history
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<p>Key Learning</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Learn new vocabulary</p>	<p>Key Learning</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p>	<p>Key Learning</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Key Learning</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Key Learning</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Key Learning</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Key Learning</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>

<p>End of KS expectations</p>		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
<p>Vocabulary</p>		<p>artefact chronological historical event object past, present & future then & now queen, king and monarchy succeed succession chronological order democracy eye-witness historical event</p>	<p><u>KS1 vocabulary and:</u> AD & BC conquer(ed) evidence historical information invaders invasion settlement settlers similarities & differences accurate developments dictated</p>

		local area locality parliament research source simularities & differences	historical argument impact point of view recent history religious differences wealthy, rich & poor Christian Values Crime & punishment influence specific features weaponry civilisations major influence multi-cultural propaganda significant viewpoint
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand chronology	Key Learning Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them. Sequencing. Day, week, year.	Key Learning Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Key Learning Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Key Learning Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Key Learning Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Key Learning Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Key Learning Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line

End of KS expectations		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>				
Vocabulary	Days of the week Months of the year Year Decade Sequence Order	family tree new & old past, present & future a long time ago chronological artefact historical event	<u>KS1 vocabulary and :</u> AD & BC Ancient century historical information period timeline				

	AM PM	photograph picture recent history succession before I was born chronological order historical event research sequence source	accurate developments religious differences time difference Time line comparison time period continuity world history
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