



History Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Legend, taxation, past, old, new, recent, young, days, months, evidence	before, after, now, similarity, difference, change, source, reign, coal mine, factory, slate, bakery, diary, architect, wattle and daub	chronological, decade, century, BC, AD, civilisation, empire, moat, keep, ramparts, portcullis, motte and bailey, concentric agriculture, flaking, glacier, hunter-gatherer, microlith, Neolithic, Palaeolithic, era, tools, nomads	during, era, significance, arguments, peasantry, emperor, dictator, gladiator, soldier, Colosseum, chariot, temple, aqueduct, legionary, centurion, chronological, legacy, gladius, pilum, testudo	legacy, period, cause, consequence, connections, contrast, enquiry, parliament, steel, industrial revolution, munition, foundry, iron ore, crucible	continuity, social, political, trend, court, catholic, protestant, reformation, coronation, monarch, monasteries, courtiers, ladies-in-waiting, armada, heir, privateer, privy council, ruff



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Range and Depth of Historical Knowledge	<p>Recognise the difference between past and present in their own and others' lives</p> <p>Know and recount episodes from stories about the past</p> <p>Begin to describe similarities and differences in artefacts</p> <p>Use a range of sources to find out characteristic features of the past</p> <p>Drama about others.</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Find out about people and events in other times</p> <p>Collections of artefacts – confidently describe similarities and differences</p> <p>Drama – develop empathy and understanding</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something.</p> <p>Study change through the lives of significant individuals</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied,</p> <p>Offer a reasonable explanation for some events.</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Study different aspects of life of different people</p> <p>Study an ancient civilization in detail</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Explain a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Compare and contrast ancient civilisations</p>



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Interpretations of History	<p>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>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p>	<p>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>compare pictures or photographs of people or events in the past</p> <p>Identify different ways to represent the past</p>	<p>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 et, evaluate their usefulness</p>	<p>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>Compare accounts of events from different sources.</p> <p>Fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>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 research.</p> <p>Link sources and work out how conclusions were arrived at</p>



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Historical Enquiry	<p>Find answers to simple questions about the past from sources of information e.g. artefacts sort artefacts “then” and “now”</p> <p>Use as wide a range of sources as possible Speaking and listening (links to literacy)</p> <p>Ask and answer questions related to different sources and objects</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. use why, what, who, how, where to ask questions and find answers</p> <p>Sequence a collection of artefacts</p> <p>Use of timelines</p> <p>Discuss the effectiveness of sources</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 use a range of sources to find out about a period</p> <p>Ask and answer questions</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>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>Begin to identify primary and secondary sources</p> <p>Select relevant sections of information</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>



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Organisation and Communication	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play. Making models..... Writing. Using ICT... Timelines (3D with objects/ sequential pictures) 	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play, Making models..... Writing, Using ICT... Class display/ museum annotated photographs 	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, and art.</p> <p>Know the period in which the study is set</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p> <p>Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Fit events into a display sorted by theme time</p> <p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in different forms- work independently and in groups showing initiative</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Select aspect of study to make a display</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual investigations</p>