



Coddington C of E Primary and Nursery School

History Progression Document

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Know that they have changed since being a baby.</p> <p>Know that familiar events occur in a particular order.</p> <p>Know that there are some similarities and differences between things in the past and now.</p>	<p>Know that events or objects in their life can be sequenced on a simple time line.</p> <p>Know that a specific time has key characteristics and to understand what it would have been like to live then.</p>	<p>Know that events and objects can be sequenced in chronological order and give reasons for their order.</p> <p>Know that periods in time have similarities and differences to the present time and to make connections with the past.</p>	<p>Know that a time line can be used to place periods studied in order.</p> <p>Know that there are similarities and differences between specific periods of history studied that go beyond their own lives.</p>	<p>Know that significant events of a period can be placed on a time line.</p> <p>Know that change can be shown by the similarities and differences between specific periods in time.</p>	<p>Know that chronological positions of periods studied sometimes overlap or occur concurrently.</p> <p>Know that by comparing and contrasting the characteristics of periods in history, lead to an understanding of how the wider world has changed over time.</p>	<p>Know that the chronology of significant events in history subsequently shaped different societies</p> <p>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p> <p>Know that there are patterns that follow throughout History.</p>
Knowledge and understanding	<p>Know that people around them have different roles in society and talk about their lives.</p>	<p>Know that there are differences between the past and the present in their own and others lives.</p> <p>Know that there are some significant local and national events</p>	<p>Know that they can use evidence to recognise why people did things, why events happened and what happened as a result?</p>	<p>Know that there were changes in Britain from the stone age to the iron age.</p>	<p>Know that the Anglo Saxons and Scots settled in Britain.</p> <p>Know that the Vikings and Anglo</p>	<p>Know that the Ancient Egyptians were one of the earliest civilisations and what their achievements were.</p>	<p>Know that the Victorians made major changes in Britain. (local area).</p> <p>Know that the non European Mayan</p>

		and individuals beyond living memory.	Know that there are some significant local and international events and people beyond living memory.	Know that the Greeks influenced the Western world and why? Know that we can compare now with a period in the past.	Saxons fought over the Kingdom of England until 1066. Know that the Roman empire had a big impact on Britain. Know that we can compare different periods in time and why people acted the way they did.	Know that significant events in the civil war happened in the local area. Know that their point of view may change as they learn new information.	society provides a contrast to British History. Know that we can speculate and hypothesise about the past formulating their own theories about reasons for change.
Historical enquiry	Know that they learn about the past and the present through their own experiences and through storytelling.	Know that artefacts/sources can be matched to people of different ages	Know that a range of sources can be used to ask and answer questions about the past.	Know that some sources are more helpful than others when learning about the past. Know that there is a difference between fact and opinion.	Know that primary and secondary sources are available and vary in reliability.	Know that they need to question the reliability of. Know that there is often not a single answer to historic questions and give reasons why there may be different accounts.	Know that some sources of evidence are more useful than others and to evaluate its usefulness and accuracy in order to form their own opinions .
Organise, evaluate and communicate information	Know that they can talk about the past.	Know that they can show knowledge and understanding in different ways: drawing writing, talking and role play.	Know that they can show knowledge and understanding in different ways: drawing writing, talking and role play.	Know that with support they can present finding about the past in a variety of ways (ICT) including dates and subject specific words.	Know that they can present finding about the past in a variety of ways (ICT) including dates and subject specific words.	Know that they can present finding about the past in a variety of ways (ICT) including dates and subject specific words.	Know that they can present detailed findings using historical skills and to be aware of the audience.

<p>Historical Vocabulary</p>	<p>Before, after, a long time ago, before I was born</p>	<p>Compare, Explain, Old , new, now then, yesterday, today, tomorrow, history</p>	<p>Before, after, past present, then now, time line, chronology, explain, Empathy</p>	<p>BC, AD, fact opinion, cause, consequence, significance, Empathy Greeks Ancient civilisation, Decade, century Assembly, Athens, city-state, democracy, Homer, Olympics, Sparta Stone age. Iron age Cave, artefact, Stonehenge, pottery, round house, Skare Brae, Settlement, hunter gatherer.</p>	<p>primary, secondary, Empathy Romans Century (army) Citizen, Emperor, Gaul, Gladiator, Mosaic, Patrician, Plebeian, Toga Anglo Saxon/Viking, Scots earls, oath, succession, long ship, conquest, invader, plunder, raid, shield wall</p>	<p>Bias and propaganda Empathy Egyptians Dynasty, Egyptologist. Giza, Hieroglyphics, mummies, pharaohs, Rosetta stone, Tutankhamen. Sarcophagus pyramid</p>	<p>Analyse, evaluate Empathy Mayans, Cacao, Chichen Itza Glyph, Haab', Pyramid, Yucatan Peninsula Victorians Industrial revolution, workhouse, Queen Victoria, Prince Albert</p>
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