

History Progression Document

		Nursery	Reception / F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	
Chronological Understanding	Statutory NC Content	<p>Understanding the World – Past and Present</p> <p>Birth to 3: Make connections between the features of their family and other families.</p> <p>3- and 4-Year-Olds: Begin to make sense of their own life-story and family's history.</p>	<p>Understanding the World – Past and Present</p> <p>Children in Reception: Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>They should use a wide vocabulary of everyday historical terms.</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.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>				
	Skills Content	<p>Begin to notice the difference between things that happened in the past and the present</p> <p>With scaffolding use the terms before, after and now when telling others about an event or their daily routine</p> <p>Ask questions, listen to and describe things that happened to themselves and other people in the past</p> <p>With support group objects based on similarities and differences of things in the past and present</p> <p>To explore that we change as time passes, all living things grow</p>	<p>Understand the difference between things that happened in the past and the present</p> <p>Use the terms before, after and now when telling others about an event or their daily routine</p> <p>Ask questions, listen to and describe things that happened to themselves and other people in the past</p> <p>Group objects based on similarities and differences of things in the past and present</p> <p>To understand that we change as time passes, all living things grow</p>	<p>Understand the difference between things that happened in the past and the present</p> <p>Use the terms past and present when telling others about an event</p> <p>Describe things that happened to themselves and other people in the past</p> <p>Order a set of events or objects based on when they happened</p> <p>Group objects based on similarities and differences of things in the past and present</p>	<p>Use words and phrases relating to the passing of time</p> <p>Describe things that happened to themselves and others in the past and present their findings</p> <p>Develop an understanding of the term 'chronological' when discussing timelines</p> <p>Understand how to put people, events and objects in order of when they happened, using a timeline</p> <p>Identify similarities and differences between periods</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and BCE/CE</p> <p>Describe and order significant events within the period study and compare to the present day, using dates</p> <p>Begin to use dates when describing events</p> <p>Use a timeline to place historical periods and events in chronological order and give reasons for their order</p>	<p>Understand that a timeline can be organised into BC/AD, BCE/CE and eras</p> <p>Use mathematical skills to help work out time differences between certain major events in history</p> <p>Describe and order significant events and dates on a timeline using prepositional language</p> <p>Describe significant events within a period of history and how they have evolved over time</p> <p>Begin to identify short-term impact of significant events</p>	<p>Make connections between time periods within British history and the wider world, using decades and centuries to describe when they occurred</p> <p>Explain how significant events and dates have impacted on a period of time</p>	<p>Draw parallels and conclusions between time periods within British history and the wider world</p> <p>Construct detailed timelines</p> <p>Place features of historical events and people from past societies and periods in a chronological framework</p> <p>Identify and compare changes within and across different periods</p>	

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		Historical Interpretations and Enquiry	Statutory NC Content	<p>Understanding the World – Past and Present</p> <p>Birth to 3: Make connections between the features of their family and other families.</p> <p>3- and 4-Year-Olds: Begin to make sense of their own life-story and family's history.</p>	<p>Understanding the World – Past and Present</p> <p>Children in Reception: Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present Children at the expected level of development will:</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>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>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.</p>	<p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>			
Skills Content	<p>Explore events, look at pictures, objects and artefacts and ask questions to compare</p> <p>Look at books, videos, photographs, pictures and artefacts to build a picture about the past</p> <p>Ask and answer questions about old and new objects</p> <p>To talk to different grown-ups about their experiences</p>		<p>Explore events, look at pictures, objects and artefacts and ask questions to compare</p> <p>Look at books, videos, photographs, pictures and artefacts to build a picture about the past</p> <p>Ask and answer questions about old and new objects</p> <p>To talk to different grown ups about their experiences</p>	<p>Explore different ways in which the past is represented</p> <p>Explore events, look at pictures, objects and artefacts and ask questions to compare</p> <p>Look at books, videos, photographs, pictures and artefacts to build a picture about the past</p> <p>Ask and answer questions about old and new object</p>	<p>Recall different ways in which the past is represented</p> <p>Ask question and find out answers about the past</p> <p>Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past</p> <p>Identify the difference between primary and secondary sources</p>	<p>Use primary and secondary sources as evidence about the past</p> <p>Ask questions to find answers about the past from a range of sources</p> <p>Explore the idea that there are different accounts of history and why they exist</p> <p>Suggest why certain events happened as they did in history</p> <p>Recognise the part that archaeologists have had in helping us understand more about the past</p>	<p>Analyse and evaluate primary and secondary sources to collect evidence about the past</p> <p>Ask questions and find answers about the past, from a range of sources, evaluating the reliability</p> <p>Explore different versions of the same event in history</p> <p>Give reasons why there may be different accounts of history</p> <p>Know that people in the past represent events or ideas in a way that persuades others</p>	<p>Compare and contrast primary and secondary sources to collect evidence about the past</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</p> <p>Investigate own lines of enquiry by posing questions and use primary and secondary sources when answering</p> <p>Know that people in the past could also have a point of view and that this can affect interpretation.</p>	<p>Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others</p> <p>Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory</p> <p>Create a historical account, using existing primary and secondary sources as evidence</p> <p>Understand that some events from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</p>	

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		Significance, Cause and Effect, Similarities and Differences		Statutory NC Content	<p>Understanding the World – Past and Present</p> <p>Birth to 3: Make connections between the features of their family and other families.</p> <p>3 and 4 Year Olds: Begin to make sense of their own life-story and family's history.</p>	<p>Understanding the World – Past and Present</p> <p>Children in Reception: Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present Children at the expected level of development will: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Children should note connections, contrasts and trends over time.</p>	
Skills Content	<p>Recall some facts about people/events studied</p> <p>Name a significant person from the past and with scaffolding explain how they have influenced us today (Christmas and Easter, beliefs about Jesus and how that is celebrated)</p> <p>Describe that a significant people from the present help us (police, paramedics, fire service)</p> <p>To explore how we change as we get older.</p>			<p>Recall some facts about people/events studied</p> <p>Describe how a significant person from the past has influenced us today (Christmas and Easter, beliefs about Jesus and how that is celebrated)</p> <p>Describe how a significant people from the present help us (police, paramedics)</p> <p>To understand how we change as we get older.</p>	<p>Recall some facts about people/events studied</p> <p>Understand how a location has changed over time</p> <p>Describe how a significant person from the past has contributed to society</p> <p>Describe how a significant person from the present has contributed to society</p>	<p>Use information given to describe events and people beyond living memory</p> <p>Compare and contrast the differences within a locality, over time</p> <p>Give reasons why a significant person in the past may have made a decision in order to bring about change</p> <p>Begin to identify similarities and differences between social classes and gender</p> <p>Give example of how their lives are different to the lives of others in the past</p>	<p>Use information given to describe key features of a time period</p> <p>Find out about everyday lives of people in the time studied</p> <p>Identify reasons for and results of people's actions in the past</p> <p>Identify similarities and differences between social classes and gender.</p>	<p>Research what life was like and the key features of a given time period</p> <p>Identify similarities and differences between social classes and the causes behind them</p> <p>Identify reasons for and results of people's actions in the past and explain the impact on modern day life</p>	<p>Research and evaluate what life was like and the key features of a given time period</p> <p>Identify similarities and differences between social classes and the causes behind them, within and between time periods</p> <p>Give own reasons why changes may have occurred, backed up by evidence</p>

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Communication	Statutory NC Content	<p>Understanding the World – Past and Present</p> <p>Birth to 3: Make connections between the features of their family and other families.</p> <p>3- and 4-Year-Olds: Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past</p>	<p>Understanding the World – Past and Present</p> <p>Children in Reception: Comment on images of familiar situations in the past.</p> <p>ELG: Past and Present Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society.</p>	Pupils should use a wide vocabulary of everyday historical terms.		Pupils should develop the appropriate use of historical terms.		Pupils should develop the appropriate use of historical terms.	
	Skills Content	<p>Tell stories and experiences about the past</p> <p>Talk, write, draw and role play events and people from the past</p> <p>Ask questions</p>	<p>Tell stories and experiences about the past</p> <p>Talk, write, draw and role play events and people from the past</p> <p>Ask questions</p>	<p>Tell stories and experiences about the past</p> <p>Talk, write, draw and role play events and people from the past</p>	<p>Describe objects, people or events in history, building on others' ideas and discussions</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing and using technology</p>	<p>Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions</p>	<p>Present opinions that are contradictory to their own</p> <p>Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions coherently</p>	<p>Structure a detailed argument or complex narrative on a period of time</p> <p>Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source</p>	<p>Structure a talk and debate in both formal and informal ways by grouping arguments by a theme</p> <p>Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support</p>

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Units	Statutory NC Content	<p>Understanding the World – Past and Present</p> <p>Birth to 3: Make connections between the features of their family and other families.</p> <p>3- and 4-Year-Olds: Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community</p> <p>Comment on images of familiar situations in the past</p>	<p>Understanding the World – Past and Present</p> <p>Children in Reception: Comment on images of familiar situations in the past.</p> <p>ELG: Past and Present Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<ul style="list-style-type: none"> Changes within living memory – Toys Significant events, people and places in their own locality – Nottingham Castle / Sherwood Forest 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally - The Great Fire of London The lives of significant individuals in the past who have contributed to national and international achievements – Mary Seacole and Florence Nightingale 	<ul style="list-style-type: none"> A local history study (Mining) Changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> A non-European society that provides contrasts with British History (Mayan Civilisation) The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (WW2) Ancient Greece – a study of Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.

