

History Progression – Reception to Year 6

ELG: Past and Present					
By the end of Reception	<ul style="list-style-type: none"> Talk about their families today and compare their lives to when they were children. Understand that there are similarities and differences between the past and the present. Look at how transport has changed during the years, eg, no cars 200 years ago so how did people travel? Read stories which are set in the past – what clues tells us they are set in the past? Learn how the emergency services' roles have changed over time. 				
EYFS - ELGs	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 				
	Chronological Understanding	Historical Knowledge	Historical Interpretation	Historical Investigations and Enquiry	History Topics
By the end of Year 1	<p>As a historian, can I:</p> <ul style="list-style-type: none"> place World War I on a timeline? recall when Queen Elizabeth I and Queen Victoria lived and place these on a timeline? place when Queen Elizabeth II was born on a timeline? place William Caxton, Ada Lovelace and Tim Berners-Lee on a timeline? identify which if these events happened first? explain what is meant by chronological order? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> discuss similarities and differences between the lives of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II and the people who lived during these times? use a range of correct vocabulary, eg, veterans, slavery, sacrifice, monarch, abdicate, peasants, etc? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> explain how we can find out about people and events that happened in the past before anyone alive today was born? recognise the difference between primary and secondary sources? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> talk about people and events I have learnt about using the correct historical vocabulary? 	<p>Autumn 1 – Remembrance</p> <p>Spring 2 – Fantastic Queens</p> <p>Summer 1 - People Who Changed The World: Technology (William Caxton, Ada Lovelace and Tim Berners-Lee)</p>
By the end of Year 2	<p>As a historian, can I:</p> <ul style="list-style-type: none"> place Edith Cavell, Mary Seacole, Emily Davison and Rosa Parks on a timeline? identify the key events of the Great Fire of London and place these on a timeline? explain the key events of the lives of the Cadbury brothers and place these on a timeline? explain out of all the history topics I have studied in KS1, how I can place them in chronological order? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> compare how the lives of the Significant Women studied in different periods of time, are similar and different? use a range of correct vocabulary, eg, parliament, suffragettes, democracy, historian, etc? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> explain how primary and secondary sources help us to find out about events in the past, beyond living memory? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> ask questions about what I have learnt to clarify my own understanding of historical events? begin to explore how history may have been altered if an historical event had had a different outcome, eg, rights of women to vote; continuation of segregation depending on race; no fire which destroyed London? 	<p>Autumn 1 – Significant Women (Edith Cavell, Mary Seacole, Emily Davison and Rosa Parks)</p> <p>Spring 1 – The Great Fire of London</p> <p>Summer 2 – Cadbury Brothers</p>
End of KS1	<ul style="list-style-type: none"> Children 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. 	<ul style="list-style-type: none"> Children should identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> Children 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. 	
By the end of Year 3	<p>As a historian, can I:</p> <ul style="list-style-type: none"> place the Stone Age, Bronze Age and Iron Age on a timeline? place the Victorian era on a timeline? place the events that happened during World War II on a timeline? discuss when these historical events took place compared to other eras I have studied? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> make links to work from Y1 about Queen Victoria? form an understanding of the Victorians in preparation for work on inventions in Y6? form a basic understanding of World War II in preparation for work when I am in Y5? develop appropriate use of historical terms, eg, prehistorical, BC, BCE, AD, CE, peasantry, Blitz, etc. 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> explain about the different sources used to find out about the past? recognise that different historians may interpret facts differently, based on their beliefs and experience? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> discuss what may have happened to both cities if the people of Birmingham and Coventry gave up after the bombings? think about how the prehistoric people learnt the skills that they had and used these successfully compared to the technology we have today? 	<p>Autumn 2 – Stone Age to Iron Age</p> <p>Spring 2 – The Victorians</p> <p>Summer 2 – Local History Study (Effects of WWII on Birmingham and Coventry)</p>
By the end of Year 4	<p>As a historian, can I:</p> <ul style="list-style-type: none"> place the Romans on a timeline? place the Anglo-Saxons on a timeline? place the Vikings on a timeline? discuss the effect these invasions had on Britain as well as the wider world? explain when these historical events took place compared to other eras I have studied? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> make links to how these events affected the people of Britain? explain the legacies these people left behind in Britain that are still used today? form a basic understanding of migration (geography link) in preparation for further work in Y6? use a range of appropriate historical terms, eg, invaders, settlers, migration, natives, government, trade, emigrate, etc. 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> recognise the different sources we use to find out about the past? distinguish between primary and secondary sources? recognise that different versions of events can depend on the source it comes from, eg, Roman writers may interpret the Roman invasion differently from a Briton writer? 	<p>As a historian, can I:</p> <ul style="list-style-type: none"> think about what Britain may look like today if the Roman Empire had not fallen? decide which historical information is more trusted than others? 	<p>Autumn 2 – The Romans</p> <p>Spring 2 – The Anglo-Saxons</p> <p>Summer 2 – The Vikings</p>

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By the end of Year 5	As a historian, can I: <ul style="list-style-type: none"> place the Early Islamic Civilization on a timeline? place Ancient Egypt on a timeline? place World War II on a timeline? confidently explain when these historical events took place compared to previous eras studied? 	As a historian, can I: <ul style="list-style-type: none"> compare life in Baghdad to life during Britain in AD900? recall facts from Y3 about the Blitz in Birmingham and Coventry? use a range of appropriate historical terms, eg, weaponry, empire, artefacts, archaeologists, sacrifice, evacuation, neutral, etc? 	As a historian, can I: <ul style="list-style-type: none"> confidently discuss whether a source is primary or secondary? know that different versions of events can depend on the source it comes from, eg, German writers from the 1930s may interpret the war differently from British or Jewish writers? 	As a historian, can I: <ul style="list-style-type: none"> discuss what the UK may be like today if we had not won the war? ask questions that make people think about facts we have learnt, eg, were the atomic bombs dropped on Hiroshima and Nagasaki an appropriate action to take? 	Autumn 1 – Early Islamic Civilization Spring 1 – Ancient Egypt Summer 1 – World War II
By the end of Year 6	As a historian, can I: <ul style="list-style-type: none"> place the different inventions studied on a timeline? place Ancient Greece on a timeline? confidently explain when these historical events took place compared to previous eras studied? 	As a historian, can I: <ul style="list-style-type: none"> explain which education systems are similar and which are different, comparing when these actually took place? make links to other ancient civilizations, eg, Islamic, Roman, etc? confidently use a range of appropriate historical terms, eg, Bills, Acts, slaves, conquered, democracy, etc? 	As a historian, can I: <ul style="list-style-type: none"> confidently discuss whether a source is primary or secondary? explain how we know so much from events that happened thousands of years ago but this is sometimes open to interpretation? 	As a historian, can I: <ul style="list-style-type: none"> explain that anyone can create an invention and that we are all able to break stereotypes if necessary? talk about the impact of the ancient Greeks on our lives today, eg, the Olympic Games? discuss how education has changed over time and whether what we have today is better or worse than previous education systems justifying my thoughts? 	Autumn 2 – Inventions Summer 1 – Ancient Greece Summer 2 – Education Through The Years
End of KS2	<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across periods they are studying. 	<ul style="list-style-type: none"> Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms. 	<ul style="list-style-type: none"> Children should understand how our knowledge of the past is constructed from a range of sources. Children understand that different versions of the past may exist and explain some of the reasons why. 	<ul style="list-style-type: none"> Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	

