

St James' Catholic Primary School

History progression

Whole school





<u>Yr</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
FS1	All about me (Themselves and their own family) Autumn (Changes over time)		Winter (Changes over Time)	Spring (Changes over time)		Summer (Changes over time)
FS2	All about me (Themselves, their own family) Autumn (Changes over time)	Bonfire Night (Significant people)	Winter (Changes over Time)	Spring (Changes over time)		Summer (Changes over time)
Y1		Houses Local study – Our school		The Great Fire of London	Florence Nightingale	
Y2	The Victorians	Local study – Old Skelmersdale	Travel and Transport		Space Travel	
Y3	Ancient Egypt		Stone Age to Iron Age	Stone Age to Iron Age		Local study – Skelmersdale landmarks and buildings
Y4	Local study – The Beacon point	The Plague	Romans in Britain	Romans in Britain	The Vikings	The Vikings
Y5	Ancient Greece		Mayans		Tudors Local study – Rufford old hall (Tudor house)	
Y6	The History of Slavery and Black Lives Matter	The History of Slavery and Black Lives Matter	Anglo Saxons and Scots	Anglo Saxons and Scots	WW2 Local study – WW2 links	WW2



Chronological Understanding

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and respond to different natural phenomena in their setting and on trips.	Compare and contrast characters from stories, including figures from the past.	Put up to three objects in chronological order (recent history) on a time line	Place events or artefacts in order on a timeline	Beginning to use dates and historical terms to describe events	Use dates and historical terms to describe events. Use a timeline within a specific time in history to set out the order things may have happened.	Use dates and historical terms more accurately in describing events	Use dates and historical terms accurately in describing events.	
Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past.	Label timelines with pictures, words or phrases	Label timelines with pictures, words or phrases	Beginning to use a timeline within a specific time in history to set out the order things may have happened	Beginning to recognise and quantify the different time periods that exist between different groups that invaded Britain.	Place features of historical events and people from past societies and periods in a chronological framework.	Place features of historical events and people from past societies and periods in a chronological framework.	
	Understand the effect of changing seasons on the natural world around them.	Tell others about changes that have happened in own life	Make connections between long and short term time scales	Beginning to recognise and quantify the different time periods that exist between different groups that invaded Britain	Place events, artefacts and historical figures on a timeline using dates.	Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.	Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.	
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Talk about how things have changed since their parents or grandparents were children	Use dates to talk about people or events from the past (when appropriate)	Use dates to talk about people or events from the past (when appropriate)	Understand the concept of change over time, representing this, along with evidence, on a timeline.	Describe the main changes in a period of history (using terms such as: social, religious and cultural).	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	
		Use dates to talk about people or events from the past (when appropriate)	Connect new learning of historical people or events to others	Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children	Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?	Identify periods of rapid change in history and begin to contrast them with times of relatively little change.	Identify periods of rapid change in history and contrast them with times of relatively little change.	
		Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children	Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children	Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?	Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?	Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a timeline.	Begin to understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	
			Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children	Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?	Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?	Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.	Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.	
			Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children	Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?	Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?	Begin to make connections and contrasts between different time periods studied and talk about	Make connections and contrasts between different time periods studied and talk about trends over time.	



							trends over time. Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade.	Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
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Historical Enquiry

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>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>Compare and contrast characters from stories, including figures from the past.</p>	<p>Show some understanding of how people find out about the past</p> <p>Show some understanding of how evidence is collected and used to make historical facts</p> <p>Ask questions such as: What was it like for people?</p> <p>Answer questions by using different sources, such as an information book or pictures</p> <p>Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate</p>	<p>Understand and talk about how people find out about the past</p> <p>Show understanding of how evidence is collected and used to make historical facts</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Answer questions by using a specific source, such as an information book</p> <p>Research the life of someone who used to live in local area using the Internet and other sources to find out about them</p> <p>Research the life of a famous Briton from the past using different resources to help</p> <p>Understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects,</p>	<p>Beginning to use evidence to ask questions and find answers to questions about the past</p> <p>Beginning to suggest suitable sources of evidence for historical enquiry</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p> <p>Beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>Beginning to use research skills in finding out facts about the time period being studied</p> <p>Beginning to compare and contrast different forms of evidence in research</p> <p>Beginning to research what it was like for specific people e.g. children, during the time period being studied</p>	<p>Use evidence to ask questions and find answers to questions about the past</p> <p>Suggest suitable sources of evidence for historical enquiry</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>Use research skills in finding out facts about the time period being studying</p> <p>Through research, compare and contrast different forms of evidence</p> <p>Research what it was like for men, women and children in a given period from the past and use different forms to present research</p>	<p>Devise historical questions about the period being studied</p> <p>Seek out and analyse range of evidence in order to justify claims about the past</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Test out a hypothesis in order to answer a question</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>Use some different sources of evidence to deduce information about the past</p> <p>Select suitable sources of evidence, sometimes giving reasons for choices</p> <p>Give a reason to support an historical argument</p> <p>Identify propaganda and begin to show understanding of it</p> <p>Refine lines of enquiry as</p>	<p>Devise historical questions about change, cause, similarities and differences, and significance relating to the period being studied</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past</p> <p>Use sources of information to form testable hypotheses about the past</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Test out a hypothesis in order to answer a question</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>Use a wide range of sources of evidence to deduce information about the past</p> <p>Select suitable sources of evidence, giving reasons for choices</p> <p>Give more than one</p>



				historians, investigate			appropriate	reason to support an historical argument Identify and explain understanding of propaganda Refine lines of enquiry as appropriate
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Knowledge of interpretation

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make connections between the features of their family and other families.	Talk about members of their immediate family and community.	Answer questions using a range of artefacts/ photographs/pictures provided.	Describe historical events.	Beginning to give reasons why certain events happened as they did in history.	Suggest why certain events happened as they did in history.	Answer historical questions, using information and evidence that I have carefully considered and selected.	Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.	
Notice differences between people.	Name and describe people who are familiar to them.	Talk about the different ways that the past is represented.	Describe significant people from the past and talk about what they did.	Begin to talk about why certain people acted as they did in history.	Suggest why certain people acted as they did in history.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.	
Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past.	Recount some interesting facts from an historical event.	Explain the causes of an historical event and what the consequences were.	Begin to explain how events from the past have helped shape our lives today.	Explain how events from the past have helped shape our lives today.	Describe with some detail any historical events from the different period/s I am studying/have studied.	Describe in detail any historical events from the different period/s I am studying/have studied.	
	Compare and contrast characters from stories, including figures from the past.	Talk about some important people from the past.	Explain what impact that significant events from the past have had on the way we live today.	Begin to describe changes that have happened in the locality of the school throughout history.	Begin to appreciate why Britain would have been an important country to have invaded and conquered.	Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.	Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.	
	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Talk about how their actions changed the way we do things today.	Talk about similarities and differences between two different time periods.	Gain an understanding of what life was like in Ancient Egypt.	Gain a deep understanding of life in Britain under the Roman Empire.	Give a broad overview of what life was like in Ancient Greece.	Give a broad overview of what life was like in the Ancient Mayan Civilization.	
	Talk about the lives of the people around them and their roles in society.	Recognise that there are reasons why people in the past acted as they did.	Explain how local people or events in history have changed things nationally or internationally.	Gain an understanding of changes in Britain from the Stone Age to Iron Age.	Gain a deep understanding of Viking struggle for the kingdom of England.	Give a broad overview of what life was like in the Anglo-Saxons (and their struggle for the kingdom of England and Scots).	Appreciate that significant events in history have helped shape the country we have today.	
		Tell how they found out about people or events in the past.	Explain why someone in the past acted in the way they did.	Begin to compare some of the times studied with those of other areas of interest around the world.	Compare some of the times studied with those of other areas of interest around the world.	Give a broad overview of what life was like in the Anglo-Saxons (and their struggle for the kingdom of England and Scots).	Appreciate that significant events in history have helped shape the country we have today.	
		Find out more about a famous person from the past and carry out some research on him or her.	Choose and use parts of stories or other sources to show that they understand events or people from the past.	Begin to describe the social, cultural or religious diversity of past societies.	Describe the social, ethnic, cultural or religious diversity of past societies.	Give a broad overview of what life was like in the Anglo-Saxons (and their struggle for the kingdom of England and Scots).	Appreciate that significant events in history have helped shape the country we have today.	
		Find out something about the past by talking to an older person.	Explain why Britain has a special history by naming some famous events and some famous people.	Begin to describe the social, cultural or religious diversity of past societies.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Give a broad overview of what life was like in the Anglo-Saxons (and their struggle for the kingdom of England and Scots).	Appreciate that significant events in history have helped shape the country we have today.	
		Recognise that some forms of evidence are more reliable than others when finding out about the past.	Talk about what type of evidence is reliable when finding out about the past.	Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Give a broad overview of what life was like in the Anglo-Saxons (and their struggle for the kingdom of England and Scots).	Appreciate that significant events in history have helped shape the country we have today.	
		Show an understanding of		Begin to describe different accounts of an historical	Describe different accounts of an historical event, explaining some of the reasons why the accounts	Give a broad overview of what life was like in the Anglo-Saxons (and their struggle for the kingdom of England and Scots).	Appreciate that significant events in history have helped shape the country we have today.	



			<p>the word 'nation' and the concept of a nation's history.</p> <p>Show an understanding of concepts such as monarchy and parliament when learning about historical events.</p> <p>Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions.</p>	<p>Talk about a 'nation', an aspect of its history and the impact it has had on the nation.</p> <p>Show an understanding of concepts such as civilisation, monarchy and parliament when talking about historical people and events.</p> <p>Create my own accounts of historical people or events.</p> <p>Understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods.</p>	<p>event, explaining some of the reasons why the accounts may differ.</p> <p>Talk about the causes and consequences of some of the main events and changes in history.</p> <p>Use literacy, numeracy and computing skills to communicate.</p>	<p>may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Use literacy, numeracy and computing skills to a good standard to communicate information about the past.</p>	<p>of the world.</p> <p>Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Explain how some aspects of history/historical events have had an impact elsewhere in the world.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</p>	<p>major events from the rest of the world.</p> <p>Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Explain how some aspects of history/historical events have had an impact elsewhere in the world.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</p>
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