

## History Progression- Whole School

	EYFS	Year 1&2	Year 3&4	Year 5&6
<b>Chronological understanding of the past</b>	<p>To understand the difference between what happened in the past and the present using artefacts or from knowledge of events.</p> <p>To be able to sort objects or events into groups such as then and now from photos.</p> <p>Comparing toys played with as a baby to now. Know that the toys their grandparents played with were different to their own.</p> <p>Develop an understanding of distant past. Know there are extinct creatures (Dinosaurs)</p>	<p>To understand the difference between what happened in the past and the present when explaining an event.</p> <p>To be able to place objects from the past into groups from time periods and make predictions of what they are.</p> <p>Know that the toys their grandparents played with were different to their own.</p> <p>Organise a number of artefacts by age. Know what a number of older objects were used for.</p> <p>Know the main differences between their school days and that of their grandparents.</p>	<p>To develop a chronologically secure understanding of knowledge of British, local and world history. To understand that there are different time periods.</p> <p>To understand that timelines can be split into BC and AD.</p> <p>To sequence events on a timeline including shorter time periods.</p> <p>Know how Britain changed from the Iron Age to the end of the Roman occupation.</p> <p>Know how the Roman occupation of Britain helped to advance British society.</p> <p>Know how there was resistance to the Roman occupation and know about Boudica.</p> <p>Know about at least one famous Roman emperor (<b>Julius Caesar</b>)</p> <p>Know some of the main characteristics of the Athenians and the Spartans.</p>	<p>To continue to develop a chronologically secure knowledge of British, local and world history establishing clear narratives within and across the time periods studied. To be able to order significant events (including features of historical events and people from past societies)</p> <p>Know how Britain changed between the beginning of the Stone Age and the Iron Age.</p> <p>Know the main differences between the stone, bronze and iron ages. Know what is meant by 'hunter-gatherers'.</p> <p>Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.</p> <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</p> <p>Know about the key features of Ancient Egypt</p>

		<p>Know about an event or events that happened long ago, even before their grandparents were born (Circumnavigation of the globe)          Know what we use today instead of a number of older given artefacts.          Know that children's lives today are different to those of children a long time ago.</p> <p>Name a famous person from the past and explain why they are famous (Christopher Columbus/Florence Nightingale)          Know about a famous person from outside the UK and explain why they are famous (Neil Armstrong/Amelia Earhart)</p>	<p>Know about and can talk about the struggle between the Athenians and the Spartans.          Know about the influence the gods had on Ancient Greece.          Know about the link between the Ancient Greeks and the modern Olympics.          Know at least five sports from the Ancient Greek Olympics.</p> <p>Know how Britain changed between the end of the Roman occupation and 1066.</p> <p>Know where the Vikings originated from and show this on a map.          Know that the Vikings and Anglo-Saxons were often in conflict.          Know why the Vikings frequently won battles with the Anglo-Saxons.</p>	<p>Know about how the Anglo-Saxons attempted to bring about law and order into the country.</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms.          Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.          Use a timeline to show when the Anglo-Saxons were in England.</p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.          Know how to place historical events and people from the past societies and periods in a chronological framework.          knowhow Britain has had a major influence on the world.</p>
<b>Local History</b>		<p>Know the name of a famous person, or a famous place, close to where they live. (King John)          Know how the local area is different to the way it used to be a long time ago. (Tydd)</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (<b>Octavia Hill</b>)          Know how the lives of wealthy people were different from the lives of poorer people during this time. (<b>Victorians</b>)</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (<b>Battle of Britain</b>)</p>

		Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc		
<p align="center"><b>Historical Interpretations</b></p>	<p>I can look at toys, pictures, artefacts and the words of an adult to find out about the past.</p> <p>Recount events that have happened in their past and use stories as sources of historical knowledge</p>	<p>I can look at toys, books, stories, photos, the internet, pictures, artefacts and the words of an adult to find out about the past.</p> <p>Begin to identify and recount historic details from the past from sources e.g. pictures/stories. Recount historic details from eye-witness accounts, photos and artefacts.</p>	<p>To understand how a knowledge of the past is constructed from a range of sources and how different events are represented.</p> <p>Start to compare two versions of a past event; Observe and use pictures, photographs and artefacts to find out about the past; Start to use stories or accounts to distinguish between fact and fiction; Explain that there are different types of evidence and sources that can be used to help represent the past. L Look at more than two versions of the same event or story in history and identifies differences; Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p>	<p>To understand how a knowledge of the past is constructed from a range of sources and how people from significant events were able to persuade others.</p> <p>To understand that evidence from the past needs to be evaluated and that events can have different viewpoints from different sources.</p> <p>Find and analyses a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past; Realise that there is often not a single answer to historical questions. Find and analyse a wide range of evidence about the past; •Use a range of evidence to offer some clear reasons for different</p>

				<p>interpretations of events, linking this to factual understanding about the past;</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Start to know the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>Show an awareness of the concept of propaganda;</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Form own opinions about historical events from a range of sources.</p>
<b>Historical Enquiry</b>	<p>Respond to simple questions about the past</p> <p>Observe and handle evidence to ask simple questions about the past.</p>	<p>Respond to simple questions about the past.</p> <p>Observe and handle evidence to ask simple questions about the past.</p> <p>Look carefully at pictures and objects to find information.</p> <p>Find answers and responds to simple questions about the past.</p> <p>Choose and selects evidence and says how it can be used to find out about the past.</p>	<p>Use a variety of sources to collect information about the past.</p> <p>Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.</p> <p>Know the difference between primary and secondary sources of evidence.</p> <p>Use a range of sources to collect information about the past.</p> <p>Construct informed responses about one aspect of life</p>	<p>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p>

				<p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate own lines of enquiry by posing historically valid questions to answer.</p> <ul style="list-style-type: none"><li>•Recognise when they are using primary and secondary sources of information to investigate the past;</li><li>•Use a wide range of different evidence to collect evidence about the past,</li><li>•Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li><li>•Investigate their own lines of enquiry by posing historically valid questions to answer.</li></ul>
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