



## History Progression of Learning

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> <li>To be introduced to the words new and old, then and now, past and present and compare old and new objects, pictures etc.</li> <li>To recognise a timeline and add detail to a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a timeline with events, periods or dates on it.</li> <li>Add detail to the correct area of a timeline.</li> <li>recognise/recall/name a feature from a place or period</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives (change to within living memory e.g. the Coronation.)</li> <li>Describe a feature from a place or period.</li> <li>Identify is something is old/new.</li> <li>Draw/copy own timeline with periods, dates etc.</li> <li>Add detail onto a timeline with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> <li>Draw own basic timelines with (e.g. periods, marked events)</li> <li>Add detail/labels and key onto a timeline with accuracy and use key/symbols correctly</li> <li>Correctly locate events on a timeline using</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms e.g. BC/AD</li> <li>Draw own timeline with correctly identified/place d periods or events</li> <li>Independently add correct detail/labels onto a a timeline</li> <li>Locate variety of events and dates on a timeline using chronological terms or references correctly (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> <li>Draw own timelines with correct detail, Consistently add correct detail/labels onto a or timeline</li> <li>Locate variety of events/periods on a timeline using consistently correct chronological terms (e.g. period, century, era)</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line (change to sequence events on a time line.)</li> <li>Draw own timelines with accurate detail</li> <li>Label a timeline/ pictures with the correct chronological language (e.g. period, century, era)</li> </ul>

			<ul style="list-style-type: none"> <li>Find given events on a timeline using chronological terms (e.g. period, past)</li> </ul>	<p>chronological terms correctly.</p>	<p>prior, after, centuries)</p>		
Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives               <ul style="list-style-type: none"> <li>They know and recount episodes from stories about the past</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied               <ul style="list-style-type: none"> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people, both short and long term effects.</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life between different time periods.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters</li> </ul>

	and events encountered in books read in class and storytelling.						and events of time studied
Interpretations of history	<ul style="list-style-type: none"> <li>To be able to discuss similarities and differences between the past and present during discussion with a teacher by drawing on their own experiences and based on pictures from a text being studied, artefacts, or pictures being looked at etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> <li>Recognise different sources, e.g. old/new, fiction/non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/accounts/stories</li> <li>Find relevant information from given sources relating to a question.</li> <li>Correctly identify different sources, e.g. old/new, fiction/non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museum, cartoons etc.</li> <li>Find relevant information from a range of sources relating to a question, ideas or</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> <li>Find relevant information from a range of sources and suggest how they support questions, ideas, predictions about this period.</li> <li>Recognise strengths and weaknesses of the reliability of sources</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> <li>Choose appropriate information from suitable sources that they have selected.</li> <li>Identify the strengths and weaknesses of reliability of information.</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> <li>Choose only appropriate and suitable information from only</li> </ul>

				<p>prediction about this period.</p> <ul style="list-style-type: none"> <li>• Correctly describe types and differences between a range of sources.</li> </ul>			<p>accurate sources.</p> <ul style="list-style-type: none"> <li>• Describe strengths and weaknesses and reliability of sources.</li> </ul>
Historical enquiry		<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details – artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask a variety of questions</li> <li>• Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>
Substantive knowledge	<ul style="list-style-type: none"> <li>• Compare life now to life in the past by looking at</li> </ul>	<ul style="list-style-type: none"> <li>• History of Transport</li> <li>• Bristol Bus Boycott</li> </ul>	<ul style="list-style-type: none"> <li>• History of Sea Explorers e.g. Captain Cook, Sir Francis</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the Stone Age, Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• History of the native American</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Egypt including pyramids,</li> </ul>	<ul style="list-style-type: none"> <li>• different time periods of Triassic,</li> </ul>

	<p>stories, e.g. Peepo, Major Dizzy, Major Glad etc.</p> <ul style="list-style-type: none"> <li>History of toys</li> <li>Introduction to Remembrance Day</li> <li>The history of their own families.</li> </ul>	<ul style="list-style-type: none"> <li>Neil Armstrong</li> <li>Yuri Gagarin</li> <li>Buzz Aldrin</li> <li>Mae Jemison</li> <li>Florence Nightingale</li> <li>Mary Seacole</li> <li>Sir Francis Beaufort</li> <li>The History of St. Theresa's</li> <li>The Great Fire of London</li> </ul>	<p>Drake, Christopher Columbus</p> <ul style="list-style-type: none"> <li>Grace Darling.</li> <li>Ruby Bridges</li> <li>History of St. Theresa's</li> <li>The History of Stephen's House.</li> <li>History of Castles.</li> <li>History of English and British Monarchs</li> <li>Jobs in the past (linked to life at the sea/seaside. )</li> </ul>	<p>and Bronze Age.</p> <ul style="list-style-type: none"> <li>Rosa Parks</li> <li>The history of BAME chefs e.g. Nadia Hussein</li> <li>The history of BAME sportsmen/women, e.g. Marcus Rashford</li> <li>Ancient Greece and Greeks</li> <li>The history of the Olympic Games/Finchley Cricket Club.</li> <li>The History of our town</li> </ul>	<p>Iroquois tribe.</p> <ul style="list-style-type: none"> <li>Martin Luther King/Correa Scott King.</li> <li>The Roman Empire</li> <li>Gladiators</li> <li>Harold Godwinson</li> <li>The Battle of Hastings</li> <li>The Bayeux tapestry</li> <li>Castles</li> <li>The Domesday Book</li> <li>Historical events between A.D. 410 and 1066</li> <li>St. Bede</li> <li>Viking life</li> <li>Battle of Ashdown</li> <li>1872 HMS Challenger</li> <li>Local History –</li> </ul>	<p>Tutankhamun, Cleopatra</p> <ul style="list-style-type: none"> <li>Harriet Tubman</li> <li>History of the Tudors</li> <li>Battle of Bosworth</li> <li>Henry VIII</li> <li>Anne Boleyn</li> <li>The History of Space Travel</li> <li>The Space Race</li> <li>Galileo Galilee</li> <li>Sir Isaac Newton</li> <li>Mary Jackson, Katherine Johnson and Dorothy Vaughan.</li> <li>World War I</li> <li>The Christmas Truce</li> <li>Life in the trenches</li> <li>The History and life of John Parr</li> </ul>	<p>Jurassic and Cretaceous periods.</p> <ul style="list-style-type: none"> <li>Lilian Bader</li> <li>Johnny Smythe (fought in WWII.)</li> <li>Charles Darwin</li> <li>Mary Anning</li> <li>World War II</li> <li>Battle of Britain</li> <li>Winston Churchill's speech</li> <li>Anne Frank</li> <li>Victorians</li> <li>The young Queen Victoria</li> <li>Victorian crimes and punishments</li> <li>The Industrial Revolution</li> </ul>
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				<p>(Finchley) The history of the local area – look at how land use in the town has changed over time, what different services are available now, different types of transport are used, different shops, transport link (the tube) etc</p> <ul style="list-style-type: none"><li>• The History of riverside settlement s.</li></ul>	<p>Spike Millgian</p>	<p>Local History – The Battle of Barnet – Barnet Museum.</p>	<ul style="list-style-type: none"><li>• The death of Prince Albert</li></ul> <p>The history of the local area – The R.A.F. Museum – the history of the Museum.</p>
Organisation and	<ul style="list-style-type: none"><li>• Verbal discussi</li></ul>	• Communicate their knowledge through: Discussion....			• Recall, select and organise historical information		• Select and organise

communication	<p>on with peers and adults.</p> <ul style="list-style-type: none"> <li>• Sorting activities etc.</li> </ul>	<p>Drawing pictures...  Drama/role play..  Making models.....  Writing..  Using ICT...</p>	<ul style="list-style-type: none"> <li>• Communicate their knowledge and understanding.</li> </ul>	<p>information to produce structured work, making appropriate use of dates and terms.</p>
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