



Danegrove Primary School

Progression in History



Year Group	Themes	Chronological Understanding	Historical Understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
1	<p>Where do we come from?</p> <p>Where do our toys come from?</p> <p>Where did she go?</p> <p>Where can we see the sea?</p> <p>Where do I live?</p> <p>How has my local area changed?</p>	<p>To sequence some events or two related objects in order</p> <p>To remember and describe parts of stories and memories of key events in my life and about the past</p> <p>To make observations about the past and present</p> <p>Use historical words and phrases to indicate the passing of time: old, new, before, after, a long time ago, past, present</p>	<p>Identify the difference between past and present in one's own and others' lives.</p> <p>To describe simple historical events</p> <p>To understand why people did things, why events happened and what this led to.</p> <p>To talk about why some things have changed and some things have stayed the same.</p> <p>To describe significant people, both past and present.</p>	<p>To begin to identify and recount details from the past using pictures, stories, photographs, buildings and artefacts</p> <p>To know the difference between fact and fiction in stories.</p> <p>To compare pictures/photographs of events or people in the past</p> <p>To begin to compare different versions (2) of the same past event</p> <p>To begin to understand (via discussion) the reliability of evidence used (photos, stories, accounts)</p>	<p>To begin to make simple observations of artefacts, photographs, pictures, stories and digital media.</p> <p>To begin to compare artefacts by discussing their uses, similarities and differences</p> <p>To begin to both, ask simple questions and find the answers to simple questions about the past from a variety of sources (artefacts, pictures, photographs, stories & digital media)</p>	<p>To begin to show knowledge and understanding about the past in different ways: role play, oral recounts/discussions, drawing, making, writing, digital media</p> <p>To begin to use words and phrases such as: recently, when my parents were younger/children, a long time ago, months, years, decades, centuries</p> <p>To begin to use and understand the words/concepts relating to explorers and monarchy.</p>

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2	<p>Why did the Fire of London Spread?</p> <p>Famous for more than 5 minutes</p> <p>How can I take a penguin home?</p> <p>What will the weather be like today?</p> <p>How do our houses differ? (Barbados)</p> <p>How do our houses differ? (Queens)</p>	<p>To sequence some events or three or more related objects in order</p> <p>To make observations about the past and present</p> <p>Use historical words and phrases to indicate the passing of time: before, after, past, present, recently, decade, century, evidence, artefacts</p> <p>Label basic timelines with pictures, words or phrases and give reasons for their order</p> <p>Use dates to talk about people or events from the past</p>	<p>To describe simple historical events</p> <p>To understand why people did things, why events happened, when they happened and what this led to.</p> <p>To describe significant people, both past and present.</p> <p>To connect my learning of historical people or events to others that I have learnt about before</p>	<p>To continue to develop their ability to identify and recount details from the past using pictures, people, stories, photographs, buildings and artefacts</p> <p>To explain the causes of an historical event and begin to explain what the impact was</p> <p>To know the difference between fact and fiction in stories.</p> <p>To continue to compare pictures/photographs of events or people in the past</p> <p>To develop their ability to compare different versions (2) of the same past event</p> <p>To develop their ability to understand (via discussion) the reliability of evidence used (photos, stories, accounts)</p>	<p>To make simple observations of artefacts, photographs, pictures, stories and digital media.</p> <p>To compare artefacts by discussing their uses, similarities and differences</p> <p>To both ask simple questions and find the answers to simple questions about the past from a variety of sources (artefacts, pictures, photographs, stories & digital media)</p> <p>To understand how evidence is collected and ask questions such as: What was it like for people? What happened? How long ago?</p> <p>I can research the life of a famous person from the past using different sources to help me</p>	<p>To show knowledge and understanding about the past in different ways: role play, oral recounts/discussions, drawing, making, writing, digital media</p> <p>To use words and phrases such as: recently, a long time ago, evidence, timeline months, years, decades, centuries,</p> <p>To begin to use and understand the words/concepts relating to explorers and monarchy.</p>

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3	<p>Who lived in a house like this? Rocking through the Ages: Stone to Iron Age</p> <p>What's it like to live in a desert?</p> <p>What can we find out about Ancient Egypt?</p> <p>Does a river always run through it?</p>	<p>To begin to understand the concept of change over time representing this, along with evidence, on a timeline</p> <p>To begin to understand and use more complex terms such as BC and AD</p> <p>Use dates relating to the passing of time and learn significant dates</p>	<p>To begin to give reasons as to why certain events happened as they did in history</p> <p>To give a broad overview of what life was like in Ancient Egypt</p> <p>To find out about the everyday lives of people in time being studied and compare with our lives today</p> <p>To identify reasons for and the results of people's actions</p>	<p>To begin to talk about the causes and consequences about some of the main events and changes in history</p> <p>To begin to describe the characteristic features of the past including beliefs, attitudes and experiences of men, women and children</p> <p>To begin to describe the social, cultural or religious diversity of past societies</p> <p>I can look at representations of the period – in museum, cartoons, art work, poems etc.</p> <p>To begin to evaluate the usefulness of different sources and explain why they are different</p>	<p>To select and record evidence, relevant to study</p> <p>To begin to recognise the role that archaeologists have had</p> <p>To make deductions about life in the past from pictures of the landscape at that time</p> <p>To ask and answer questions to gain a more accurate understanding of history using a range of sources (artefacts, pictures, photographs, stories & digital media)</p>	<p>Begin to communicate knowledge and understanding in a variety of ways – discussion, pictures, annotations, writing, drama, art and digital media</p> <p>Work in groups to sort different sources and present findings</p> <p>To begin to use dates and terms with increasing accuracy</p>

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4	<p>Is all of Europe the same? Passport to Europe</p> <p>Who were the Ancient Greeks?</p> <p>Who were the Romans?</p> <p>How did the Romans change our landscape?</p> <p>What is the difference between mountains and volcanoes?</p>	<p>To recognise and quantify the different time periods that exist between groups that invaded Britain</p> <p>To use a timeline within a specific time in history to set out the order in which things may have happened</p> <p>To retell an event with a sequence of dates</p> <p>To begin to understand and use more complex terms such as BC, AD, chronology, era, time period</p>	<p>To explain how events from the past have helped shape our lives today</p> <p>To begin to suggest why certain people acted as they did in history</p> <p>To appreciate why Britain would have been an important country to invade and conquer</p> <p>To describe and begin to explain changes that have happened in the locality of the school</p> <p>To give a broad overview of life in Britain under the Roman Empire</p> <p>To describe social, ethnic, cultural or religious diversity of past societies.</p>	<p>To distinguish between primary and secondary sources of evidence and evaluate their reliability</p> <p>To give reasons as to why there may be different accounts of history</p>	<p>To suggest an appropriate source(s) of evidence to use to help answer questions</p> <p>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p> <p>To research what it was like for men, women and children in a given period from the past and use different forms to present my findings</p> <p>To compare and contrast sources of evidence that was found based on their own research</p>	<p>To develop their ability to communicate knowledge and understanding in a variety of ways – discussion, pictures, annotations, writing, drama, art and digital media</p> <p>To discuss and decide on the most appropriate way to present information and realise that it is for an audience</p> <p>To use dates and terms with increasing accuracy when describing a historical event</p>

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5	<p>What was in it for the Anglo Saxons?</p> <p>Why did the Vikings invade Anglo-Saxon Britain?</p> <p>What is it like to live in a Rainforest?</p> <p>Who needs the Rainforest more?</p> <p>What happened to the Maya?</p> <p>Space</p>	<p>To accurately place and sequence local, national and international events on a timeline</p> <p>To identify changes within and across historical periods</p> <p>To compare and begin to contrast between periods in history, commenting on trends over time</p> <p>To begin to place features of historical events and people from past societies and periods in a chronological framework</p> <p>To understand and use more complex terms such as BC, AD, chronology, era, time period</p>	<p>To answer historical questions, using information and evidence that I have carefully considered and selected</p> <p>To begin to make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same</p> <p>To appreciate that significant events in history have helped shape the country we have today</p> <p>To give a broad overview of life in Britain under the Anglo-Saxons</p>	<p>To understand that people, both now and in the past, can represent events or ideas in ways that persuade others</p> <p>To give reasons and explanations as to why there may be different accounts of history</p> <p>To explain how some aspects of history/historical events have had an impact elsewhere in the world</p>	<p>To realise that there is often not one single answer to a historical question</p> <p>To devise historical questions about the period I am studying</p> <p>Can I seek out and analyse range of evidence in order to justify claims about the past</p> <p>To select suitable sources of evidence, sometimes giving reasons for choices and how it supports a historical argument</p> <p>To begin to identify propaganda and begin to show my understanding of it</p>	<p>To communicate knowledge and understanding in a variety of ways – discussion, pictures, annotations, writing, drama, art and digital media</p> <p>To present information in the most appropriate way and realise that it is for an audience</p> <p>To use dates and terms with accurately when describing a historical event</p>

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6	<p>Slavery: Benin Empire</p> <p>How has our local high street shop changed over time?</p> <p>How did WW2 affect us?</p>	<p>To compare and contrast between periods in history, commenting on trends over time</p> <p>To create timelines which outline the development of specific features, such as: medicine, weaponry, transport, technology, culture and religion</p> <p>To describe the main changes in a period of history, using terms such as: social, religious, political, technological and cultural</p> <p>To be able to place features of historical events and people from past societies and periods in a chronological framework</p>	<p>To describe in detail any historical events from the different period/s I am studying/have studied</p> <p>To make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same</p> <p>To give a broad overview of what life was like during WW2</p> <p>To list historical facts about British history (since 1950)</p> <p>To understand the characteristics of people from past societies, their beliefs and to recognise not all views are shared</p>	<p>To appreciate that how we make decisions as a country has been through a Parliament for some time</p> <p>To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</p> <p>To identify continuity and change in the history of the locality of the school</p> <p>To compare interpretations of history and consider ways of checking for accuracy</p>	<p>To devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying</p> <p>To seek out and analyse a wide range of evidence in order to justify claims about the past</p> <p>To appreciate how historical artefacts have helped us understand more about lives in the present and past</p> <p>To select suitable sources of evidence whilst giving reasons for choices and how it supports a historical argument</p>	<p>To use dates and terms with accuracy when describing one or more historical event(s)</p> <p>To plan and carry out an investigation into a time in history</p> <p>To communicate knowledge and understanding in a variety of ways – discussion, pictures, annotations, extended writing, drama, art and digital media</p>