

Progression in History key strands

Chronological Understanding

As a child progresses through school, they will reach the following milestones by the end of:

Early Years Foundation Stage

In Early Years children begin to understand which members of their family are older or younger than themselves. They will be able to identify objects from the past and sort artefacts/photographs in to old and new.

Year 1

The children in Year 1 are aware of where they fit within their own family's chronological framework and can sequence events in their life. In Year 1 children understand timelines and order at least two object they have learnt about with increasing accuracy. Children study changes within living memory, through their experiences and discussions with family members.

Year 2

In Year 2, children can sequence artefacts or photographs within a shorter time period and can confidently identify anachronisms. Children draw timelines and place at least three areas of study on them in order. Children in Year 2 begin to recognise CE and BCE for the time periods they are studying. They understand that the rate of change may be different for people and places at different times. Children continue to develop an understanding that both people and events influence history.

Year 3

In Year 3, children are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline. They can draw timelines and place areas of study on them correctly using a given scale. Children continue to develop an understanding of CE and

BCE and the meaning of year labels. They understand that ancient means thousands of years ago. Children can sequence the period of time studied on a timeline, using the dates and terms relating to the passing of time. Children can sequence several events or artefacts with increasing accuracy. Children are developing chronological knowledge and understanding of British, local and world history by making links to prior learning.

Year 4

In Year 4, children become more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline. They can draw and use timelines to place areas of study on them correctly and begin to decide in suitable scales. Children develop their chronological knowledge and understanding of British, local and world history by making links to prior learning. They can divide recent history into present using the 21st century and the past, using the 19th and 20th century. Children begin to develop an understanding that periods of history were happening in different countries around the world.

Year 5

In Year 5, children secure their knowledge of chronology and understanding of British, local and world history through local enquiries. Children can compare historical periods, identifying similarities and differences between them. In Year 4 children use their secure knowledge of chronology to accurately place a range of historical events from around the world on a timeline. They can draw their own timelines and use a range of scales to produce accurate intervals. Children continue to develop an understanding that periods of history were happening in different countries around the world and begin to understand this in relation to British history.

Year 6

In Year 6 children are more confident in their ability to see how events in history have shaped modern life. They confidently place current learning on a timeline in relation to those previously studied, using the correct periods of time as reference points. They can draw their own timelines and decide on accurate intervals and scales. Children can describe the main changes in a period of history

relating to social, religious, economical, technological and cultural influences. Children develop a chronologically secure knowledge and understanding of British, local and world history. Children have developed an understanding that periods of history were happening in different countries around the world and make comparisons between a range of historical periods.

As they transition to secondary school, pupils are able to transfer their understanding to the KS3 curriculum requirements.

Historical Knowledge

As a child progresses through school, they will reach the following milestones by the end of:

Early Years Foundation Stage

The children in Early years begin to talk about the lives of the people around them and how lives in the past will be different to their own. They begin to learn that not all people have been treated fairly in the past. The children in Early Years will understand the past through settings, characters and events they have encountered in traditional tales. The children will know some similarities and differences between things in the past and now, drawing on their experiences

Year 1

In Year 1 the children study the lives of their family and how the local area they have been brought up has changed over time. They study how the school has changed over time and begin to make some links to why these changes have occurred. The children complete a comparison study between Mary Anning and David Attenborough to understand how techniques to retrieve artefacts have developed and what impact gender may have had on historical roles. Children will begin to understand how events may have consequences for people during the time of the events such as those who lived during the time of the Great Fire of London. The children in Year 1 begin to understand that both people and events can influence history and remember key events from areas they have studied.

Year 2

In Year 2 children continue to develop their knowledge and understanding of local history, through historical enquiry - why is Bawtry no longer a port? Children will begin to understand how history has impacted life within the local area and whether there is evidence still present in modern day society. They recognise why events happened such as the Moon Landings and understand what happened as a result. Children will understand that people and events are significant as they result in change. Children in Year 2 will begin to identify how we know about past events such as the First Flight and use different representations of history to support their understanding.

Year 3

Children in Year 3 develop their knowledge and understanding of ancient history within Britain through the study of the Stone ages through to the Iron age. They will continue to develop their local knowledge through historical enquiry to understand whether Doncaster would have been ideal for early settlements. The children will study ancient Greece and make comparisons between ancient Britain and develop an understanding how different events were happening across the world within the same time. The children will study the Egyptians and develop an understanding of the differences between early civilisations across the world. In Year 3 the children will study significant individuals, Rosa Parks and Harriet Tubman to broaden their understanding of how life for people may have been different depending on their gender and race. They will understand that the actions these significant people resulted in change. In Year 3 children will gather information and begin to identify different representations of history such as books, letters or visual clips.

Year 4

In Year 4, children build on their chronological knowledge of early civilisation in Britain through the study of the Romans and Anglo Saxons, moving chronologically through to the Norman Invasion. Children identify and remember key features and events during the time of the Romans and Anglo-Saxon rule within Britain and the invasion of the Normans. The children will use evidence within local history to study links and effects of these events. They apply prior knowledge of early civilisations to understand connections, contrast, and trends over time. Children in year 4, begin to understand how historical knowledge is developed through a range of sources and they begin to understand the difference between primary and secondary sources.

Year 5

In Year 5, children will remember key facts and information from areas of study within year 5 and facts and information from previous year groups. Children compare history from different aspects including the political differences within the space race and how affluence impacted on the life of an Egyptian. Children will examine the causes and the impact of the Black Death and how the beliefs of Henry VIII changed the church. In Year 5, pupils will compare life in early

civilisation in Egypt to that of the Stone Age within Britain. They continue to develop a deeper knowledge of how the past is constructed from a range of sources and understand the difference between primary and secondary sources of evidence. Children will access sources such as film clips, the internet, and books to support their understanding of significant historical individuals and events.

Year 6

In Year 6 children have a wide-ranging knowledge about historical events. They study WWII making links not only to British history but to local and world history. Children develop a deeper understanding of history through enquiry-based learning and access to a range of sources. In Year 6 children study the Mayans to explore their beliefs and behaviour as a contrast with Ancient British history. The children find out about beliefs, behaviour and characteristics of people recognising that people do not share the same views and feelings. They understand that consequences can have an immediate or long-term effect and people may be affected differently. Children confidently describe historic events in terms of cause and effect using range of evidence to support their explanations. Children know key dates, characteristics and events of the times studied.

As they transition to secondary school, pupils are able to transfer their understanding to the KS3 curriculum requirements.

Vocabulary

Early Years Foundation Stage

Children in Early Years begin to use simple words relating to the passing of time such as before and after, old and new. This vocabulary is used to support the understanding of timelines in their simplest form.

Year 1

Children in Year 1 consolidate and build on the vocabulary introduced in Early Years by developing an awareness of the past, using common words and phrases relating to the passing of time. Children will confidently use newest and oldest and progress to more topic specific words such as pre-historic and extinct. In Year 1 children begin to remember and use vocabulary linked to the areas they have studied.

Year 2

In Year 2, children continue to develop their understanding of the past using common and words and phrases relating to the passing of time. They move from simple words such as before and after to using words such as during or while. Children in Year 2 remember and use a range of vocabulary specific to the areas they have studied.

Year 3

In Year 3 children can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study. Children are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. They will also learn and use words related to history such as empire, civilisation and equality.

Year 4

Children in Year 4 confidently use common and words and phrases relating to the passing of time. They also use words and phrases to indicate times talking about decades, century, CE/BCE. BC and AD. In Year 4 children remember and use a

range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous studies. Children understand words related to history such as empire, parliament and civilisation.

Year 5

In Year 5 children can remember and use some names and words from the areas they have studied in previous year groups. They will also use vocabulary from the areas they have studied in year 5. Children will continue to build on their understanding of words and phrases to indicate time, talking about decades, century, CE/BCE. BC and AD with greater confidence.

Year 6

Children in Year 6 children classify events and describe changes using words such as political, religious, power, equality and cultural. They use confidently use words and phrases to indicate time, talking about talking about decades, century, CE/BCE. BC and AD. Children remember and use a range of words and names from the areas of history they have studied across school. In Year 6 children confidently use and explain vocabulary linked to substantive and 2nd order concepts.

As they transition to secondary school, pupils are able to transfer their understanding to the KS3 curriculum requirements.

Questioning

Year 1

Children in Year 1 will begin to respond to simple questions about why and event occurred, for example why did the Great Fire of London spread so quickly? They will begin to make some suggestions linked to historical sources, Samuel Pepys dairy, about how to find the answer to the question.

Year 2

In Year 2 children will be able to ask simple questions about pictures, artefacts or events to develop their understanding of the past. They question why things events such as the Moon Landings became a race and give simple explanations for their answers. Children will confidently and accurately answer simple questions related to the areas they have studied.

Year 3

Children in Year 3 begin to ask more in-depth questions to develop their understanding. For example, how did people survive in the Stone Age? They answer questions accurately and can suggest and use sources of evidence to justify their answers.

Year 4

In Year 4 children will begin to see two sides of a questions and begin to offer arguments on both sides such as that of the Norman Invasion. They confidently ask questions to help develop their understanding and begin to challenge the validity of source of information. Children will begin to show some organisation of information that is purposeful for responding to or asking questions.

Year 5

Children in Year 5 will devise historically valid questions about change, similarity and difference within the times they have studied such as the Mayans and the Egyptians. They will ask questions to develop their understanding and ask questions about what people have said and why. Children will challenge the

reliability of sources through questioning and use this information to begin to purposefully select sources to support their arguments and ideas.

Year 6

Children in Year 6 will form their own opinions about historical figures and events through asking a range of questions to develop their understanding about change, cause, and significance. They will challenge sources, questioning the validity of these and whether they have been created for propaganda. In Year 6 children will bring knowledge gathered from a range of sources together when responding purposefully to or asking questions.

As they transition to secondary school, pupils are able to transfer their understanding to the KS3 curriculum requirements.