Progression of History

Area of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historic vocabulary	yesterday, tomorrow past, now, important, event, new, old	yesterday, last week, before, past, now, important, event, old	Toys old, new, past, present, chronological, wooden toys, zoetrope, bears, flick book Queen Victoria & Queen Elizabeth Queen Victoria, Queen Elizabeth II, monarch, reign, Commonwealth, British Empire, Victorian, New Elizabethan, invention Mills Industrial Revolution, industrialisation, factory, Lees Brook Mill, cotton-spinning, LS Lowry, Annie Kenney, mill, steam engine	Rosa Parks & Emily Davison Rosa Parks, equality, Montgomery Bus Boycott, civil rights, African-American, segregation, Suffragette, Emily Davison, activist Remembrance Day remembrance, poppy, war, soldiers, truce, medal, veteran, wreath, 11th November, monument	Stone Age to Iron Age Palaeolithic, Mesolithic, Neolithic, archaeologists, artefact, BC, chronology, civilisation, hunter-gatherer, settlement, tribal Ancient Egypt archaeologist, pharaohs, tombs, pyramid, hieroglyphics, River Nile, afterlife, sarcophagus, mummy, mummification, papyrus	Roman Britain empire, emperor, mosaic, gladiator, shield, conquer, Roman bath, invade, tunic, senate, aqueduct Local study – Roman Castleshaw fort, Roman Road, Castleshaw, Chester, York, settlement, military, defences, tactic, auxiliary Ancient Greece philosophy, Athenians, Archimedes, democracy, Olympic games, Greek Empire, truce, Zeus, Aristotle, Alexander the Great, sacred truce, temple	Anglo-Saxon Britain Angles, Anglo Saxon, Picts, Scots, kingdom, Jutes, monastery, monk, paganism, tribe, thatched wooden house Islamic Civilisations Baghdad, House of Wisdom, algebra, Islamic Empire, scholar, Caliph, merchant, trade, siege. Round City, Silk Road	Viking Britain Danegeld, raids, vicious, Lindisfarne, runes, Scandinavia, Alfred the Great, warrior, barbarian, Danelaw, Jorvik Crime and punishment Parliament, law, crime, justice, deterrent, treason, execution, corporal punishment, oath, highwaymen
Chronology	I can remember and talk about	I can sequence photographs from	I can put up to three objects in chronological	I can put events in chronological order on a	I can describe events and periods using the	I can use dates and some historical language such	I can use dates and historical language.	I can use dates and terms accurately when

	significant events in my own experience.	different parts of their life. Match objects to people of different ages. I can remember and talk about significant events in my own experience. I can recognise and describe special times or events for family or friends. Comment on images of familiar situations in the past. Know some similarities and differences between things in the past and now, drawing on their	order (recent history). I can use words/phrases like old, new, past and present. I can tell others about things that happened when I was little.	timeline (20th century history). I can use words and phrases like before, after, past, present, then and now correctly in my historical learning. I can use words such as past, present, older and newer to label a timeline. I can use dates where appropriate. I can sequence a set of events in chronological order and give reasons for their order.	words BC, AD and century. I can describe events from the past using dates when things happened and place on a timeline. I can use a timeline with a specific time in history to set out the order things may have happened. On a timeline, I can show an understanding of the concept of change over time. I can understand how some historical events/periods occurred concurrently in different locations, e.g. Stone Age to Iron Age and Ancient Egypt.	as decade and ancient. I can plot history on a timeline using centuries. I can begin to use my mathematical skills to work out exact timescales and differences (round up differences into centuries and decades). I can begin to build up a picture of what main events happened in Britain/the world during different centuries. I can begin to recognise the time period when a group invaded Britain. I can understand how some historical events/periods occurred concurrently in different locations, e.g. Roman Britain	I can draw a timeline with different time periods outlined I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. I can place features of historical events and people from past societies and periods in a chronological framework I can understand how some historical events/periods occurred concurrently in different locations, e.g. Anglo Saxons and Islamic Civilisations in Baghdad.	describing events. I can say where a period of history fits on a timeline. I can place a specific event on a timeline by decade. I can place features of historical events and people from past societies and periods chronologically. I can appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them. I can understand the concepts of continuity and change over time, including the contrast between periods of rapid change and periods of little change.

		experiences and what has been read in class				and Ancient Greece.		
Historical enquiry	I can talk about myself and my family I can talk about significant events in my own experience	I can explore and ask questions	I can identify different ways in which the past is represented I can explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" I can look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. I can ask and answer questions to show their understanding of the topics studied.	I can identify different ways in which the past is represented (sources) and understand that these are used to find out about the past. I can ask and answer questions about the past to show their understanding of periods/people studies using a wide range of information. Begin to make inferences about the lives of people from the past based on evidence	I can understand how our knowledge of the past is constructed from a range of sources. E.g. Use pictures, photographs, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. They observe and handle sources of information to answer questions about the past making simple observations.	I can identify some of the different ways in which the past is represented of periods studied I can use a range of sources of information that go beyond simple observations to answer questions about the past. I can begin to evaluate the usefulness of different sources	I can begin to identify primary and secondary sources use evidence to build up a picture of life in time studied I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. I can investigate my own lines of enquiry by posing questions to answer.	I can understand that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. I can use my knowledge and understanding to begin to evaluate sources of information and identify those that are useful for particular tasks. I can begin to identify primary and secondary sources consider ways of checking the accuracy of interpretations – fact or fiction and opinion I can recognise primary and secondary sources of information.

Change and continuity	I can recognise the difference between past and present in their own lives.	I can recognise the difference between past and present in their own and others' lives.	I can look closely at similarities, differences, patterns and change within my own life and begin to apply this to that of others. I can develop an understanding of how places in my locality have changed over time since the Industrial Revolution.	I can identify similarities and differences between ways of life at different times.	I can describe main events, situations and changes within and across different periods/societies. I can compare changes within and across different periods/societies (Stone Age to Iron Age and Ancient Egypt). I can describe some key inventions and developments that took place in ancient civilisations.	I can describe and make links between main events, situations and changes within and across different periods/societies. I can compare changes within and across different periods/societies (Roman Britain and Ancient Greece).	I can describe and explain links between main events, situations and changes within and across different periods/societies. I can compare changes within and across different periods/societies (Anglo Saxon Britain and Baghdad 900CE).	I can discuss and explain links between main events, situations and changes within and across different periods/societies. I can summarise and compare changes within and across different periods/societies. I gain a good understanding as to how crime and punishment has changed over the years.
Cause and consequence	I can know and recount episodes from their own past.	I can know and recount episodes from their own and others' past, saying why it happened.	I can begin to question why things happen and start to give explanations.	I can recognise why people did things, why events happened and what happened as a result (such as the Civil Rights movement and the Suffragettes). I can recognise some reasons why people did things. I can recognise why events happened and	I can begin to explain why people did things (e.g. move towards living in villages in Stone Age) and why some events happened. I can identify and give reasons for historical events, situations and changes. I can list the results of historical	I can identify key features and events of time studied, looking for links and effects across the periods (such as invasion and settlement in Britain). Offer a reasonable explanation for some events. I can explain reasons for historical events, situations and changes.	I can examine causes and results of significant events and their impact on people and society. I can predict the results of historical events, situations and changes. I can explain the results of historical events, situations and changes.	I can explain a past event in terms of cause and effect using evidence to support and illustrate their explanation. I can debate reasons for and results of historical events, situations and changes.

				what happened as a result.	events, situations and changes	I can suggest consequences of some of the main events and changes in British history (e.g. Roman invasion).		
Similarity and difference	I can read different versions of the same (traditional) stories.	I can use stories to distinguish between fact and fiction. Compare and contrast characters from stories, including figures from the past.	I can compare two artefacts and distinguish which is old and which is new from their similarities and differences.	I can compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. I can discuss reliability of photos/ accounts/stories.	I can identify and give reasons for different ways in which the past is represented.	I can begin to evaluate the usefulness of different sources, looking at the evidence available.	I can compare accounts of events from different sources and offer some reasons for different versions of events.	I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion. I can show awareness that different evidence will lead to different conclusions.
Significance	I can talk about events in their own experiences that are important to them.	I can describe an event or family member from their past that is important to remember	I can describe why an event or individual from the past is important for us to learn about (e.g. in inventions and developments during Victorian times, Queen Elizabeth II, Queen Victoria, Industrial Revolution).	I can describe how an important event or an individual is remembered and why (such as Remembrance Day, Rosa Parks, Emily Davison).	I can understand how the earliest inventions/ developments in history contributed to the formation of civilisation.	I can explain how individuals or events contributed to change in Britain. I can explain the significance of historic locations in my locality (e.g. Roman fort at Castleshaw)	I can describe the significance an invasion had on Britain (E.g. Anglo Saxons and Christianity).	I can develop an awareness of how the same event could impact different groups in different ways (e.g. Lindisfarne).