

St Edward's Catholic First School History Progression 2023-2024

Working at the Expected Standard in History

EYFS	
Chronology	Understand that a person's age is the time since they were born.
	Be aware that everyone started life as a baby and have developed in size and altered.
	Understand that adults are older than children (parents) and some adults are older than other adults (grandparents).
	Describe time and talk about past events, using last year, last week, before, yesterday.
	Sequence events when talking about them.
	Identify that some stories describe what happened a long time ago.
	Understand significant dates occur (own birthday, Christmas, Easter).
	Talk about passages of time "Today I was going to school when ...", "Tomorrow I will visit ..."
	Identify events from their own past from photographs.
Monarchy, government and empire	Understand kings/queens in stories are often special, powerful people who rule over others.
Achievements and poor decisions	Talk about their achievements and those of their family and friends.
Change and continuity	Observe changes which happen during the year (seasons, weather, nature)
	Identify that the world around us changes at all the time.
Cause and consequence	Understand that their actions in play can cause something to happen.
Similarities and differences	Recognise similarities and differences between the past and today.
	Using their observations of photographs and stories to compare the past with the present day.
Historical significance	Recalling special people in their own lives.
	To know the names of people that are significant to their own lives.

Sources of evidence	Using photographs and stories to compare the past with the present day.
	Using stories and non-fiction books to find out about life in the past.
	To know that stories and books can tell us about the past.
Historical interpretations	Recognising that different members of the class may notice different things in photographs from the past.
	To begin to understand that the past can be represented in photographs and drawings.
Posing historical questions	Asking questions about the differences they can see in photographs or images (in stories) that represent the past.
Gathering, organizing and evaluating evidence	Making simple observations about the past from photographs and images.
Interpreting findings, analyzing and making connections	Making simple observations about the past from photographs and images.
Evaluating and drawing conclusions	Deciding whether photographs or images (e.g. from stories) depict the past.
Communicating findings	Communicating findings by pointing to images and using simple language to explain their thoughts.

<u>Year 1</u>	
Chronology	Understand that a timeline shows the order events in the past happened.
	Be aware that we start by looking at 'now' on a timeline then look back at past events.
	Understand that 'the past' is events that have already happened.
	Describe 'the present' as time that is happening now.
	Understand that within living memory is 100 years.
	Understand that beyond living memory is more than 100 years ago.
	Sequence three or four events in their own life.
	Use vocabulary to describe time: now, long ago, in the past, before, after, next, then.
	Sequence three or four artefacts or photographs from different periods of time.
	Add a sequence of events to a timeline.
	Listen to historical stories.
Achievements and poor decisions	Understand that some inventions still influence their lives today.
	Recognise some achievements and discoveries of important individuals.
Change and continuity	Understand that some things have changed and some things have stayed the same in their lives.
	Describe changes and ideas/objects which have stayed the same.
	Talk about how some things changes but others stay the same and some things are new.
	Understand that people change as they grow older.
	Understand that everyday objects can alter over time.
Cause and consequence	Ask questions about why things happen and begin to explain why with support.
	Understand that everyday objects have changed as new materials have been invented.
Similarities and differences	Talk about differences and similarities.
	Identify some similarities and differences between the past and their own lives.

	Understand that some people celebrate important events in different ways.
	Understand that everyday objects have similarities and differences with those used for the same purpose in the past.
Historical significance	Recalling special events in their own lives.
	To know that some people and events are considered more 'special' or significant than others.
Sources of evidence	Using artefacts, photographs and visits to museums to answer simple questions about the past.
	Finding answers to simple questions about the past using sources (e.g. artefacts).
	Sorting artefacts from then and now.
	To know that photographs can tell us about the past.
	To know that we can find out about the past by asking people who were there.
	To know that artefacts can tell us about the past.
	To know that we remember some (but not all) of the events that we have lived through.
Historical interpretations	Beginning to identify different ways to represent the past (e.g. photos, stories).
	Developing their own interpretations from historical artefacts.
	To know that the past can be represented in photographs.
Interpreting findings, analysing and making connections	Interpreting evidence by making simple deductions
	Making simple inferences and deductions from sources of evidence.
	Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).
Evaluating and drawing conclusions	Drawing simple conclusions to answer a question.
Communicating findings	Communicating findings through discussion and timelines with physical objects/ pictures.
	Using vocabulary such as - old, new, long time ago.
	Discussing and writing about past events or stories in narrative or dramatic forms.

	Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)
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<u>Year 2</u>	
Chronology	Understand that events in history may last different amounts of time
	Recognise that a decade is ten years.
	Sequence up to six photographs, focusing on the intervals between events.
	Add events to a timeline, building on times studied in Year 1.
	Recognise the length of time of each event.
	Understand where people and events studied are placed correctly on a timeline.
Monarchy, government and empire	Understand that a monarch in the U.K. is a king or queen.
	Begin to understand that power is managed in different ways in other cultures, time and groups.
	Understand that Britain was organised into kingdoms and that these were ruled by monarchs.
Achievements and poor decisions	Identify achievements and inventions which still influence their own lives.
	Understand the importance of some interventions and how they have helped society, for example, flight.

	Recognise the achievements of important individuals.
Change and continuity	Recognise some things which have changed/stayed the same as the past.
	Identify simple reasons for change.
	Understand that daily life has changed but that there are some similarities to life today.
Cause and consequence	Ask questions about why people did things, why events happened and what happened as a result.
	Recognise why people did things, why events happened and what happened as a result.
	Understand that changes may happen owing to improvements in technology.
Similarities and differences	Identify similarities and differences between ways of life at different times.
	Discover more about people, events and beliefs in society.
	Make comparisons with their own lives.
	Understand that there are explanations for similarities and differences between children's lives now and in the past.
Historical significance	Discussing who was important in a historical event.
	To know that some events are more significant than others.
	To know the impact of a historical event on society.
	To know that 'historically significant' people are those who changed many people's lives.
Sources of evidence	Using artefacts, photographs and visits to museums to ask and answer questions about the past.
	Making simple observations about a source or artefact.
	Using sources to show an understanding of historical concepts.
	Identifying a primary source.
	To know that we can find out about how places have changed by looking at maps.
	To know that historians use evidence from sources to find out more about the past.

Historical interpretations	Recognising different ways in which the past is represented (including eye-witness accounts).
	Comparing pictures or photographs of people or events in the past.
	Developing their own interpretations from photographs and written sources
	To know that the past is represented in different ways.
Posing historical questions	Asking a range of questions about stories, events and people.
	Understanding the importance of historically-valid questions.
Gathering, organising and evaluating evidence	Understanding how we use books and sources to find out about the past.
	Using a source to answer questions about the past.
	Evaluating the usefulness of sources to a historical enquiry
	Selecting information from a source to answer a question.
	Identifying a primary source.
Interpreting findings, analysing and making connections	Making links and connections across a unit of study.
	Selecting and using sections of sources to illustrate and support answers.
Evaluating and drawing conclusions	Making simple conclusions about a question using evidence to support.
Communicating findings	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
	Using relevant vocabulary in answers.
	Describing past events and people by drawing or writing
	Expressing a personal response to a historical story or event through discussion, drawing our writing.

<u>Year 3</u>	
Chronology	Recognise that history is divided into periods of history.
	Understand that we can use dates to work out the interval between periods of time and the durations of historical events or historical periods.
	Understand that BC means before Christ.
	Understand that AD means Anno Domini.
	Understand that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.
	Sequence events on a timeline, referring to times studied in KS1 to see where these fit in.
Monarchy, government and empire	Understand the development of groups, kingdom and monarchy in Britain.
Invasion, settlement and migration	Recognise that there were different reasons for invading Britain.
	Understand that there are different reasons for coming to Britain.
	Understand the earliest settlements in Britain.
	Recognise that settlements changed over time.
Civilisation	Understand that education existed in some cultures, times and groups.
Trade	Understand that communities traded with each other and over the English Channel in the Prehistoric period.
	Understand that trade began as the exchange of goods.
Beliefs	Understand that there are different beliefs in different cultures, times and groups.
Achievements and poor decisions	Recognise the achievements of the Ancient Egyptians.
Posing historical questions	Understanding how historical enquiry questions are structured.
	Creating historically-valid questions across a range of time periods, cultures and groups of people.
	Asking questions about the main features of everyday life in periods studied, e.g. how did people live.

	Creating questions for different types of historical enquiry.
Gathering, organising and evaluating evidence	Using a range of sources to construct knowledge of the past.
	Defining the terms 'source' and 'evidence'.
	Extracting the appropriate information from a historical source.
	Identifying primary and secondary sources.
	Identifying the bias of a source.
	Comparing and contrasting different historical sources.
Interpreting findings, analysing and making connections	Understanding that there are different ways to interpret evidence.
	Interpreting evidence in different ways.
	Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
	Making links and connections across a period of time, cultures or groups.
	Asking the question "How do we know?"
Evaluating and drawing conclusions	Understanding that there may be multiple conclusions to a historical enquiry question.
	Recognising similarities and differences between past events and today.
Communicating findings	Communicating knowledge and understanding through discussion, debates, drama, art and writing.
	Constructing answers using evidence to substantiate findings
	Identifying weaknesses in historical accounts and arguments.
	Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.
	Creating a structured response or narrative to answer a historical enquiry.
	Describing past events orally or in writing, recognising similarities and differences with today.

<u>Year 4</u>	
Chronology	Recap that BC means before Christ and is used to show years before the year 0.
	Recap that AD means Anno Domini and can be used to show years from the year 1AD.
	Understand that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.
	Recognise that prehistory is divided into Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.
	Use BC/AD/Century.
	Sequence eight to ten artefacts, historical pictures or events.
	Begin to develop a chronologically secure knowledge of local, British and world history across the times studied.
	Place the time studied on a timeline.
	Use dates and terms relating to the unit and passing of time, for example, millennium, continuity and ancient.
	Identifying connections over a length of time.
	Creating a simple individual timeline.
Monarchy, government and empire	Understand who became the first ruler of the whole of England (Athelstan – King of the Anglo-Saxons).
	Understand the expansion of empires and how they were controlled across a large empire.
	Understand that societal hierarchies and structures existed including aristocracy and peasantry.
	Understand some of the reasons why empires fall/collapse.
Invasion, settlement and migration	Recognise that there are different reasons for migration.
	Understand that settlement created tensions and problems.
	Understand the impact of settlers on the existing population.
Civilisation	Understand how invaders and settlers influence the culture of the existing population.

	Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
Trade	Understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.
	Understand the Roman invasion led to a great increase in British trade with the outside world.
	Understand that trading ships and centres were the reason for the Vikings raiding Britain.
	Understand that the traders were the rich members of society.
Beliefs	Understand about paganism and the introduction of Christianity in Britain.
	Understand how Christianity spread.
	Compare the beliefs in different cultures, times and groups.
Achievements and poor decisions	Identify achievements and inventions which still influence our lives today from Roman times.
	Understand the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.
Posing historical questions	Understanding how historical enquiry questions are structured.
	Creating historically-valid questions across a range of time periods, cultures and groups of people.
	Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
	Creating questions for different types of historical enquiry.
Gathering, organising and evaluating evidence	Using a range of sources to construct knowledge of the past.
	Defining the terms 'source' and 'evidence'.
	Extracting the appropriate information from a historical source.
	Identifying primary and secondary sources.
	Identifying the bias of a source.
	Comparing and contrasting different historical sources.
Interpreting findings, analysing and making connections	Understanding that there are different ways to interpret evidence.

	Interpreting evidence in different ways.
	Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
	Making links and connections across a period of time, cultures or groups.
	Asking the question "How do we know?"
Evaluating and drawing conclusions	Understanding that there may be multiple conclusions to a historical enquiry question.
	Recognising similarities and differences between past events and today.
Communicating findings	Communicating knowledge and understanding through discussion, debates, drama, art and writing.
	Constructing answers using evidence to substantiate findings
	Identifying weaknesses in historical accounts and arguments.
	Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.
	Creating a structured response or narrative to answer a historical enquiry.
	Describing past events orally or in writing, recognising similarities and differences with today.