



Morven Park Primary School

History Progression Document

Study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>To know that history is when we study things that have already happened.</p> <p>To understand that things that have already happened are in the past.</p> <p>To know that the past goes beyond yesterday or earlier today.</p> <p>To sequence events that have happened on that day, saying which happened first/last.</p> <p>To discuss the order of events in simple stories.</p> <p>Discuss how and why some characters look different in stories about the past.</p> <p>Discuss some historical objects in stories about the past. E.g., Spinning wheel in Sleeping Beauty.</p> <p>History is about things that have already happened.</p> <p>Yesterday is the day before today.</p> <p>We were babies in the past.</p>	<p>Place objects in chronological order (recent history)</p> <p>Use words and phrases like old, new and a long time ago.</p> <p>Talk about things that happened when they were little.</p> <p>Recognise that a story that is read to them may have happened a long time ago.</p> <p>Know that some objects belonged to the past.</p> <p>Retell a familiar story set in the past.</p> <p>Explain how they have changed since they were born?</p>	<p>Sequence a set of events in chronological order and give reasons for their order.</p> <p>Use words and phrases like: 'before I was born', 'when I was younger'.</p> <p>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.</p> <p>Use the words 'past' and 'present' correctly.</p> <p>Use a range of appropriate words and phrases to describe the past.</p>	<p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Use their mathematical knowledge to work out how long-ago events would have happened.</p> <p>Describe events and periods using the words: BC, AD and decade.</p> <p>Describe events from the past using dates when things happened.</p> <p>Describe events and periods using the words: ancient and century.</p>	<p>Plot recent history on a timeline using centuries.</p> <p>Place periods of history on a timeline showing periods of time.</p> <p>Use their mathematical skills to round up time differences into centuries and decades.</p> <p>Build up a picture of what main events happened in Britain/ the world during different centuries.</p>	<p>Draw a timeline with different time periods which show different information (ie, periods of history, when famous people lived.)</p> <p>Use dates and historical language in their work.</p> <p>Use mathematical skills to work out exact time scales and difference.</p>	<p>Say where a period of history fits on a timeline.</p> <p>Place specific events on a timeline by decade.</p> <p>Place features of historical events and people from past societies and periods in a chronological framework.</p>

	<p>Our parents were born before us.</p> <p>Tomorrow is the day after today.</p>						
Knowledge and Interpretation	<p>To recount events in stories about the past.</p> <p>Talk about the lives of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books being read in class and storytelling.</p> <p>Discussions - simple timeline of events in a story.</p>	<p>Appreciate that some famous people have helped our lives be better today.</p> <p>Recognise that we celebrate certain events because of what happened many years ago.</p> <p>Understand we have a King and that Britain has had a king or queen for many years.</p> <p>Begin to identify the main differences between old and new objects.</p> <p>Identify objects from the past.</p>	<p>Recount the life of someone famous from Britain.</p> <p>Explain how the local area was different in the past.</p> <p>Recount interesting facts from an historical event.</p> <p>Give examples of things that are different from their life compared to their grandparents when they were young.</p> <p>Explain why Britain has a special history by naming some famous events and famous people.</p> <p>Explain what is meant by a parliament.</p>	<p>Know that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Begin to picture what life would have been like for the early settlers.</p> <p>Recognise that Britain has been invaded by several different groups over time.</p> <p>Realise that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>Suggest why certain events happened as they did in history.</p> <p>Suggest why certain people acted as they did in history.</p>	<p>Explain how events from the past have helped shaped our lives.</p> <p>Appreciate that wars have happened a very long time ago and are often associated with invasion and conquering.</p> <p>Know that people who lived in the past cooked and travelled differently and used different weapons.</p> <p>Recognise that lives of wealthy people were very different from those of poor people.</p> <p>Appreciate how items found belonging to the past are helping us to build up an accurate picture of people who lived in the past.</p>	<p>Describe historical events from the different periods that are studying / have studied.</p> <p>Make comparisons between historical periods; explaining things that have changed and those which have stayed the same.</p> <p>Appreciate that how we make decisions has been through a Parliament for some time.</p> <p>Appreciate that significant events in history have helped shape the country we have today.</p> <p>Summarise what Britain may have learnt from other countries and civilizations through time gone by.</p>	<p>Summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Summarise how Britain had a major influence on world history.</p> <p>Summarise what Britain may have learnt from other countries and Civilizations through time gone by and more recently.</p> <p>Describe features of historical events and people from past societies and periods they have studied.</p> <p>Recognise and describe difference and similarities /changes and continuity between different periods of history.</p>
Historical Enquiry	<p>To ask simple questions about the order of events- What happened first? What happened after that?</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Ask and answer questions about old and new objects.</p> <p>Spot old and new things in a picture.</p> <p>Answer questions using an artefact /photograph.</p> <p>Give plausible explanations about what an object was used for in the past.</p>	<p>Find something about the past by talking to an older person.</p> <p>Answer questions by using specific source, such as an information book, internet.</p> <p>Research the life of a famous Briton from the past using resources to help them.</p> <p>Research about a famous event that happens in Britain and</p>	<p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use various sources of evidence to answer questions.</p> <p>Use various sources to piece together information about a period of history.</p> <p>Research a specific event from the past.</p>	<p>Research two versions of an event and say how they differ.</p> <p>Give more than one reason to support an historical argument.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>	<p>Research what it looks like for a child in a given period from the past and use photographs and illustrations to present their findings to an audience.</p> <p>Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Appreciate how</p>	<p>Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Describe a key event from Britain's past using a range of evidence from different sources.</p>

	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>why it has been happening for some time.</p> <p>Research the life of someone who used to live in their area using the Internet and other sources.</p>	<p>Use their 'information finding' skills in writing to help them write about historical information.</p> <p>Through research, identify similarities and differences between given periods of history.</p>		<p>historical artefacts have helped us understand more about British lives in the present and the past.</p>	
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