



Chestnuts Primary School

'Encourage, Enable, Empower'

History Progression Document

Chronology							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG -</p> <p>To talk about the lives of the people around them and their roles in society</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>To recall some facts about people and events before living memory – Great fire of London and toys and television</p> <p>To use a timeline to place the Great Fire of London and the progression of toys / television</p> <p>To sort events or objects into groups (i.e. then and now)</p> <p>To use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</p>	<p>To use specific years to place events on a timeline – 1969 Moon landing, 1939-1945 WWII</p> <p>To understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me</p> <p>To use a timeline to place important events, objects or people</p> <p>To be able to place WWII and the Moon landing on a timeline</p>	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>To use the language of century and decade</p> <p>To use a timeline to place historical events in chronological order</p> <p>To be able to place the Indus Valley, Stone, Bronze and Iron Ages on a timeline</p> <p>To describe dates of, and order, significant events from the Stone, Bronze and Iron Ages and the Indus Valley</p>	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>To use the language of century, decade, before, during and after</p> <p>To know that we are in the 21st C now</p> <p>To order significant events and dates on a timeline</p> <p>To be able to place the Romans on a timeline</p> <p>To be able to place the Ancient Greeks on a timeline</p>	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>To order significant events, movements and dates on a timeline</p> <p>To be able to place the Anglo-Saxons, Scots and Vikings on a timeline</p>	<p>To order significant events, movements and dates on a timeline – the Mayan civilisation c. AD 900 and World War II</p> <p>To use the time periods studied (Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons and Vikings) as key reference points when talking about time periods</p>



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Significance							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG –</p> <p>To talk about the lives of people around them and their roles in society</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To talk, write and draw about things from the past - including events, people and places from children's own locality - the school site, Bletchley area</p>	<p>To look at and use books, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past, focussing on the history of Bletchley Park and the Moon landing</p> <p>To describe objects, people or events in history - how Bletchley Park supported the war efforts and Neil Armstrong and the Moon landing</p>	<p>To know that there may be different accounts of the same historical event</p> <p>To suggest sources of evidence from a provided selection that could be used to answer questions – books, internet, first-hand sources and photographs</p>	<p>To use evidence to describe what was important to people from the past – Roman Army, Roman invasions of England in 55BC, 54BC and 43AD, Hadrian's Wall; Ancient Egyptian religion, gods and the afterlife (Tutankhamun)</p>	<p>To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</p> <p>To give reasons why there may be different accounts of history</p>	<p>To know that people both now and in the past have a point of view and that this can affect interpretation</p>



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Similarity and Difference							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG -</p> <p>To 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>To understand the difference between the toys and televisions that are used today, compared to the past</p> <p>To compare houses from the Great Fire of London to today and note the differences in the way they are built</p> <p>To describe the toys which they play with today, compared to children in the past</p>	<p>To use information to describe the past - use photographs, written accounts and video footage to show how things are different from the past</p> <p>To describe the differences between then and now and where appropriate reveal aspects of change in national life</p>	<p>To identify differences in two accounts of the same historical event</p>	<p>To look at different versions of the same event in history and identify differences</p> <p>To use evidence to show how the lives of rich and poor people from the past differed – British resistance (Boudica), Roman Emperors, soldiers and traders, Ancient Egyptian kings (Tutankhamun) and the people who built the pyramids</p> <p>To describe similarities and differences between people, events and artefacts studied – how the Roman Empire grew over time, comparing the 3 Roman invasions</p>	<p>To look at many accounts of the same event in history and compare them</p> <p>To explain why these different versions exist</p> <p>To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</p> <p>To describe similarities and differences between some people, events and artefacts studied – Christian conversion, Edward the Confessor, Anglo-Saxon art and culture, Anglo-Saxon settlements and kingdoms (place names and village life)</p>	<p>To give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</p> <p>To identify and compare changes within and across different periods – the Mayan civilisation and World War II; specifically The Battle of Britain</p> <p>To describe similarities and differences between some people, events and artefacts studied – Mayan civilisation and British history of WWII</p>



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Cause and Consequence							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>To identify different ways in which the past is represented - exploring pictures from the Great Fire of London and the diary of Samuel Pepys</p> <p>To explore events, look at pictures and ask questions e.g. "Which things are old and which are new?" (Toys / television) or "What were people doing?" (Great Fire of London)</p>	<p>To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT – including events, people and places from children's own locality - wider Milton Keynes, focus on Bletchley Park</p>	<p>To use evidence to describe the culture and leisure activities from the past – Stone, Age and Bronze Age religion, technology and transport e.g. Stonehenge</p> <p>To use evidence to describe the way of life and actions of people in the past – Mesolithic People living at Starr Carr, late Neolithic hunter-gathers and early farmers e.g. Skara Brae</p> <p>To use evidence to describe buildings and their uses of people from the past – Stone Age Starr Carr and Skara Brae, Iron Age hill forts: tribal kingdoms, farming, art and culture</p>		<p>To evaluate the usefulness and accurateness of different sources of evidence</p> <p>To describe how historical events studied affect or influence life today – Anglo-Saxon laws and justice</p>	<p>To appreciate that, on occasions, propaganda and opinion is used deliberately to influence people</p> <p>To give reasons why changes may have occurred, backed up by evidence</p> <p>To make links between some of the features of past societies - religion, houses, society, technology</p>



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Continuity and Change							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>To look at houses and buildings from the past (during the Great Fire of London) and compare them to today</p> <p>To say why people may have acted the way they did – during the Great Fire of London - How did people react to the fires and why was this?</p>	<p>To understand and use the words past and present when telling others about an event</p> <p>To compare the early 1940s (WWII) to now – focus on technology and means of communication</p> <p>To compare 1969 (Moon landing) to now – focus on technology and means of communication</p>		<p>To describe the main changes in a period in history – Roman Britain and Ancient Egyptians</p> <p>To describe how some of the things studied from the past affect or influence life today – Roman roads, mosaics, baths, houses, money, Hadrian's Wall, early Christianity; Ancient Egyptian pyramids, afterlife beliefs</p>	<p>To describe the main changes in a period in history – Anglo-Saxon and Viking periods</p> <p>To make links between some of the features of past societies – Compare Anglo-Saxon and Viking houses, roads, settlements, trade, clothes, tools and laws to Stone, Bronze, Iron and Roman Age</p>	<p>To choose reliable sources of information to find out about the past</p> <p>To study a significant turning point in British history – Battle of Britain during WWII</p> <p>To describe how some of the things studied from the past affect or influence life today</p> <p>To study a historical site dating from a period beyond 1066 that is significant to the locality - Bletchley Park and how this influenced life during WWII for people in our locality, the work of Bletchley Park today</p>



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Enquiry							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG –</p> <p>To make comments about what they have heard and ask questions to clarify their understanding</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>To look at objects from the past (toys) and ask questions e.g. "What were they used for?"</p> <p>To try to answer questions about objects from the past</p>	<p>To identify different ways in which the past is represented - exploring eyewitness accounts from people who worked at Bletchley Park, watching film clips of the Moon landings and interviews with the astronauts following the event</p> <p>To ask general what, where and when questions about the past.</p> <p>To use a wide range of information to answer questions – using photographs, written accounts and video footage</p>	<p>To use documents, printed sources and the Internet as evidence about the past</p> <p>To ask general what, how, when and where questions and find answers about the past</p>	<p>To use the Internet, databases, pictures, photographs and artefacts as evidence about the past</p> <p>To ask more specific questions and find answers about the past – what was it like for...during...?</p> <p>To suggest sources of evidence to help answer questions</p>	<p>To use the Internet, music, artefacts and historic buildings to collect evidence about the past</p> <p>To select the most appropriate source of evidence for a given task</p> <p>To investigate own lines of enquiry by posing questions to answer</p> <p>To choose reliable sources of information to find out about the past</p>	<p>To know that people in the past represent events or ideas in a way that persuades others</p> <p>To use the internet, archive materials, visits to museums and galleries and visits to sites to collect evidence about the past</p> <p>To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</p> <p>To investigate own lines of enquiry by posing questions to answer</p>



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Interpretation							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG –</p> <p>To make comments about what they have heard and ask questions to clarify their understanding</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>To tell stories about the past</p> <p>To describe things that happened to themselves and other people in the past</p> <p>To recall some facts about people and events before living memory who have contributed to national and/or international achievements - show changes in technology over time and how this impacted toys and television</p> <p>To say why people may have acted the way they did – explain how leisure has changed, changes in television, toys and the way people live their lives as a result</p>	<p>To recount changes in my own life over time - focus on the changes in technology and communication</p> <p>To look at evidence to give and explain reasons why people in the past may have acted in the way they did – why were the secrets of Bletchley Park so closely guarded? Why was the Moon landing so heavily publicised?</p> <p>To recount the main events from a significant national or global event in history – The Moon landing</p>	<p>To understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</p>	<p>To give reasons why there may be different accounts of the same event in history</p>	<p>To evaluate evidence to choose the most reliable forms</p> <p>To form own opinions about historical events based on a range of sources of evidence</p> <p>To give own reasons why changes may have occurred, backed up by evidence – Roman withdrawal from Britain and the fall of the western Roman Empire, Invasion of the Scots, invasion of the Anglo-Saxons, Viking raids and invasion</p>	<p>To evaluate historical evidence to choose the most reliable forms</p> <p>To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</p>