



# St Stephen Churchtown Academy

## Progression Overview – History

**2024-2025**



	Chronological understanding	Historical enquiry	Knowledge and Interpretation	Organisation/Communication (to be incorporated throughout the year)
Nursery	<p>As a historian: Retell a simple past event in correct order (e.g. I went down the slide, I hurt my finger). Remember and talk about significant events in my own experience</p> <p><u>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</u></p>	<p>As a historian: Question why things happen Begin to understand why and how questions</p> <p><u>Understand and use vocabulary such as: how, why</u></p>	<p>As a historian: Develop an understanding of growth, decay and changes over time Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world Talk about people within their community, such as the police, the fire service, doctors and teachers. Compare and contrast characters from stories including figures from the past</p> <p><u>Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened, why because</u></p>	<p><u>Organisation and Communication</u> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>
Reception	<p>As a historian: Talk about past and present events in my own life and in the lives of family members</p> <p><u>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</u></p>	<p>As a historian: Answer how and why questions about experiences and in response to stories or events</p> <p><u>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</u></p>	<p>As a historian: Make observations of animals and plants and explain why some things occur, and talk about changes Look closely at similarities, differences, patterns and change Talk about people within their community, such as the police, the fire service, doctors and teachers. Compare and contrast characters from stories including figures from the past</p> <p><u>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened, because, explain</u></p>	<p><u>Organisation and Communication</u> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>

<p style="text-align: center;"><b>Year 1</b></p>	<p>As a historian: Put up to three objects in chronological order (recent history) on a time line Label timelines with pictures, words or phrases Tell others about changes that have happened in my own life since I was born Talk about how things have changed since my parents or grandparents were children Use dates to talk about people or events from the past (when appropriate)</p> <p><u>Understand and use vocabulary such as:</u> <b>in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times</b></p>	<p>As a historian: Show some understanding of how people find out about the past Show some understanding of how evidence is collected and used to make historical facts Ask questions such as: What was it like for people What happened How long ago Answer questions by using different sources, such as an information book or pictures, including drawings, paintings, prints from the past</p> <p><u>Understand and use vocabulary such as:</u> <b>questions, find out, evidence, collect, history, information, research, sources, artefacts</b></p>	<p>As an historian: Answer questions using a range of artefacts/ photographs/pictures provided Talk about the different ways that the past is represented Recount some interesting facts from an historical event Talk about some important people from the past Talk about how their actions changed the way we do things today Recognise that there are reasons why people in the past acted as they did Tell you how I found out about people or events in the past Find out more about a famous person from the past and carry out some research on him or her Find out something about the past by talking to an older person Recognise that some forms of evidence are more reliable than others when finding out about the past Show an understanding of the word 'nation' and the concept of a nation's history Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events</p> <p><u>Understand and use vocabulary such as:</u> <b>find out, explain, facts, reasons, events, actions</b></p>	<p><u>Organisation and Communication</u> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>
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<p>Year 2</p>	<p>As a historian: Place events or artefacts in order on a timeline Label timelines with pictures, words or phrases and give reasons for their order Make connections between long and short term time scales Use dates to talk about people or events from the past (when appropriate) Connect my new learning of historical people or events to others that I have learnt about before</p> <p><u>Understand and use vocabulary such as:</u> <b>in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ..... period, in ..... times</b></p>	<p>As a historian: Understand and talk about how people find out about the past Show understanding of how evidence is collected and used to make historical facts Ask questions such as: What was it like for people What happened How long ago Answer questions by using a specific source, such as an information book Research the life of someone who used to live in my area using the Internet and other sources to find out about them Research the life of a famous Briton from the past using different resources to help me</p> <p><u>Understand and use vocabulary such as:</u> <b>questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate</b></p>	<p>As a historian: Describe historical events Describe significant people from the past and talk about what they did Explain the causes of an historical event and what the consequences were Explain what impact that significant events from the past have had on the way we live today Talk about similarities and differences between two different time periods Explain how local people or events in history have changed things nationally or internationally Explain why someone in the past acted in the way they did Choose and use parts of stories or other sources to show that I understand events or people from the past Explain why Britain has a special history by naming some famous events and some famous people Talk about what type of evidence is reliable when finding out about the past Talk about a 'nation', an aspect of its history and the impact it has had on the nation Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events Create my own accounts of historical people or events</p> <p><u>Understand and use vocabulary such as:</u> <b>find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods</b></p>	<p><u>Organisation and Communication</u> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>
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<p><b>Year 3</b></p>	<p>As a historian:          Begin to use dates and historical terms to describe events          Begin to use a timeline within a specific time in history to set out the order things may have happened          Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain          Place events, artefacts and historical figures on a timeline using dates          Begin to understand the concept of change over time, representing this, along with evidence, on a time line</p> <p><u>Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade</u></p> <p><b>Timebox</b>          Be able to chose (with justifiable reason) items to add to the year group's timebox.          To categorise and order items within the year group's Timebox.</p>	<p>As a historian:          Begin to use evidence to ask questions and find answers to questions about the past          Begin to suggest suitable sources of evidence for historical enquiry          Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history          Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past          Begin to use research skills in finding out facts about the time period I am studying          Begin to compare and contrast different forms of evidence in my research          Begin to research what it was like for specific people e.g. children, during the time period I am studying</p>	<p>As a historian:          Begin to give reasons why certain events happened as they did in history          Begin to talk about why certain people acted as they did in history          Begin to explain how events from the past have helped shape our lives today          Begin to appreciate why Britain would have been an important country to have invaded and conquered          Begin to describe changes that have happened in the locality of the school throughout history          Give a broad overview of what life was like in .....</p> <p>Begin to compare some of the times studied with those of other areas of interest around the world          Begin to describe the social, cultural or religious diversity of past societies          Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children          Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ          Talk about the causes and consequences of some of the main events and changes in history</p> <p>Use my English, Maths and Computing skills to communicate information about the past</p>	<p><u>Organisation and Communication</u>          Communicate their knowledge through:          Discussion          Drawing pictures          Drama/role play          Making models          Writing          Using ICT</p> <p>Recall, select and organise historical information.</p> <p>Communicate knowledge and understanding</p>
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<p><b>Year 4</b></p>	<p>As a historian: Use dates and historical terms to describe events Use a timeline within a specific time in history to set out the order things may have happened Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain Place events, artefacts and historical figures on a timeline using dates Understand the concept of change over time, representing this, along with evidence, on a time line</p> <p><u>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade</u></p> <p><b>Timebox</b> Be able to choose (with justifiable reason) items to add to the year group's timebox. To categorise and order items within the year group's Timebox.</p>	<p>As a historian: Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiry Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history Recognise the part that archaeologists have had in helping us understand more about what happened in the past Use my research skills in finding out facts about the time period I am studying Through my research, Compare and contrast different forms of evidence Research what it was like for men, women and children in a given period from the past and use different forms to present my findings</p>	<p>As a historian: Suggest why certain events happened as they did in history Suggest why certain people acted as they did in history Explain how events from the past have helped shape our lives today Begin to appreciate why Britain would have been an important country to have invaded and conquered Describe changes that have happened in the locality of the school throughout history Give a broad overview of life in Britain, e.g. under the Roman Empire, during the Stone Age Compare some of the times studied with those of other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past societies Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ Suggest causes and consequences of some of the main events and changes in history</p> <p>Use my English, Maths and Computing skills to a good standard to communicate information about the past</p>	<p><u>Organisation and Communication</u> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p> <p>Recall, select and organise historical information.</p> <p>Communicate knowledge and understanding</p>
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<p style="text-align: center;"><b>Year 5</b></p>	<p>As a historian: Use dates and historical terms more accurately in describing events Place features of historical events and people from past societies and periods in a chronological framework Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc Describe the main changes in a period of history (using terms such as: social, religious and cultural) Identify periods of rapid change in history and begin to contrast them with times of relatively little change Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line Begin to make connections and contrasts between different time periods studied and talk about trends over time</p> <p><u>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade</u></p> <p><b>Timebox</b> Be able to choose (with justifiable reason) items to add to the year group's timebox. To categorise and order items within the year group's Timebox.</p>	<p>As a historian: Devise historical questions about the period I am studying Seek out and analyse range of evidence in order to justify claims about the past Understand that no single source of evidence gives the full answer to questions about the past Test out a hypothesis in order to answer a question Appreciate how historical artefacts have helped us understand more about British lives in the present and past Use some different sources of evidence to deduce information about the past Select suitable sources of evidence, sometimes giving reasons for choices Give a reason to support an historical argument Identify propoganda and begin to show my understanding of it Refine lines of enquiry as appropriate</p>	<p>As a historian: Answer historical questions, using information and evidence that I have carefully considered and selected Understand how our knowledge of the past is constructed from a range of sources Describe with some detail any historical events from the different period/s I am studying/have studied Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same Begin to appreciate that how we make decisions as a country has been through a Parliament for some time Appreciate that significant events in history have helped shape the country we have today Show an awareness of the concept of propoganda and how historians must understand the social context of evidence studied Identify continuity and change in the history of the locality of the school Give a broad overview of life in Britain and some major events from the rest of the world Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Explain how some aspects of history/historical events have had an impact elsewhere in the world</p> <p>Use my English, Maths and Computing skills to an exceptional standard to communicate information about the past. Use original ways to present information and ideas</p>	<p><u>Organisation and Communication</u> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p> <p>Recall, select and organise historical information.</p> <p>Communicate knowledge and understanding</p>
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<p style="text-align: center;"><b>Year 6</b></p>	<p>As a historian:          Use dates and historical terms accurately in describing events          Place features of historical events and people from past societies and periods in a chronological framework          Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc          Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)          Identify periods of rapid change in history and contrast them with times of relatively little change          Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line          Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line          Make connections and contrasts between different time periods studied and talk about trends over time</p> <p><u>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</u></p> <p><b>Timebox</b>          Be able to choose (with justifiable reason) items to add to the year group's timebox.          To categorise and order items within the year group's Timebox.</p>	<p>As a historian:          Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying          Seek out and analyse a wide range of evidence in order to justify claims about the past          Use sources of information to form testable hypotheses about the past          Understand that no single source of evidence gives the full answer to questions about the past          Test out a hypothesis in order to answer a question          Appreciate how historical artefacts have helped us understand more about British lives in the present and past          Use a wide range of sources of evidence to deduce information about the past          Select suitable sources of evidence, giving reasons for choices          Give more than one reason to support an historical argument          Identify and explain my understanding of propaganda          Refine lines of enquiry as appropriate</p>	<p>As a historian:          Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made          Understand how our knowledge of the past is constructed from a range of sources          Describe in detail any historical events from the different period/s I am studying/have studied          Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same          Begin to appreciate that how we make decisions as a country has been through a Parliament for some time          Appreciate that significant events in history have helped shape the country we have today          Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied          Identify continuity and change in the history of the locality of the school          Give a broad overview of life in Britain and some major events from the rest of the world          Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world          Describe the social, ethnic, cultural or religious diversity of past society          Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children          Explain how some aspects of history/historical events have had an impact elsewhere in the world</p> <p>Use my English, Maths and Computing skills to an exceptional standard to communicate information about the past          Use original ways to present information and ideas</p>	<p><u>Organisation and Communication</u>          Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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