

Concept Progression

Subject area: History

Curriculum team: Kay Harrison, Nicola Clark

Concept	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand chronology (Use of key terms)</p>	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>Describe main story settings events and principal characters</p> <p>Talk about past and present events in their own lives and in the lives of family member</p> <p>Use everyday language related to time</p> <p>Order and sequence familiar events</p>	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p>	<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>Identify similarities/differences between periods studied</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Names and places dates of significant events from past on a timeline.</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Stone Age, Tudors, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD, Stone Age, Romans, Vikings, Tudors, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>
	<p>General timeline in each classroom showing the present with covered historical periods added as they are taught</p>				<p>General timeline showing BC and AD from present to Stone Age. Highlight historical periods on timeline when covered</p>			

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<p>Interpreting the past</p> <p>Interpreting the past: enquiry</p>	<p>Develop an understanding of growth, decay and changes over time</p> <p>Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Look closely at similarities, differences, patterns and change</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories, photographs, books, artefacts)</p> <p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings, museums, historical sights, visits, internet).</p> <p>Understands why some people in the past did things.</p> <p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did ... happen?',</p> <p>Identify different ways in which the past is represented</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions and find answers about the past, such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions and find answers such as 'what was it like for a during?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>Gives clear reasons why there may be similar and different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, galleries and visits to collect information about the past.</p> <p>Investigate own lines of enquiry by posing questions about the past to answer.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Identifies and uses different sources of information and artefacts to collect evidence about the past.</p> <p>Evaluates the usefulness and accuracy of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>

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Build an overview of a period of handling the past	Retell a simple past event in correct order (e.g. went downslide, hurt finger).	Talk about past and present events in my own life and in the lives of family members	<p>Tell the difference between past and present in own and other people's lives</p> <p>Say why people may have acted the way they did</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant event in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses evidence to describe past:</p> <p>houses and leisure that has many people Buildings and their people's beliefs and things of importance</p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects</p> <p>Shows changes on a timeline</p>	<p>Use evidence to describe past:</p> <p>Differences between lives of rich and poor</p> <p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect/influence life today.</p>	<p>Chooses reliable sources of factual evidence to find out about the past</p> <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>

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Build an overview (continued) <i>Identify significant events</i> <i>Consequence</i> <i>(if possible) situation</i> <i>Significant events</i>	<p>Develop understanding of growth, decay and changes over time</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>Recognise and describe special times or events for family or friends</p>	<p>Look closely at similarities, differences, pattern and change</p> <p>Question why things happen and give explanations</p>	<p>Identify similarities/differences between ways of life at different times (Victorians schools)</p> <p>Recognise why people did things, why events happened and what happened as a result (Great Fire of London/Queen Victoria/Samuel Pepys/Sir Christopher Wren)</p> <p>Make simple observations about difference types of people, events, beliefs within a society (Victorians/the Great Fire of London)</p> <p>Talk about who was important in a simple historical account (Victorians/the Great Fire of London)</p>	<p>Identify similarities/differences between ways of life at different times (Victorians seaside holidays)</p> <p>Recognise why people did things, why events happened and what happened as a result (Queen Victoria/Grace Darling/Guy Fawkes/Florence Nightingale/Mary Seacole)</p> <p>Make simple observations about difference types of people, events, beliefs within a society (Victorians/Guy Fawkes/Florence Nightingale/The Crimean War/Mary Seacole)</p> <p>Talk about who was important in a simple historical account (Victorians/Guy Fawkes/The Gunpowder Plot/Florence Nightingale/The Crimean War/Mary Seacole)</p>	<p>Describe/ make links between main events, situations and changes within and across different periods/societies (Stone Age)</p> <p>Identify and give reasons for results of, historical events, situations, changes (Mary Anning/Stone Age)</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world (Trawlers/Stone Age)</p> <p>Identify historically significant people and events in situations (Trawlers/Stone Age)</p>	<p>Describe/ make links between main events, situations and changes within and across different periods/societies (Vikings/Egypt)</p> <p>Identify and give reasons for results of, historical events, situations, changes (Roman improvements to Britain/Guy Fawkes/ Cleopatra)</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world (Ancient Egypt)</p> <p>Identify historically significant people and events in situations (Ancient Egypt)</p>	<p>Describe/ make links between main events, situations and changes within and across different periods/societies (Romans/Titanic)</p> <p>Identify and give reasons for results of, historical events, situations, changes (Bouddica /Guy Fawkes/Titanic, changes in safety)</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world (Romans/Titanic)</p> <p>Identify historically significant people and events in situations (Romans/Titanic)</p>	<p>Describe/ make links between main events, situations and changes within and across different periods/societies (Grimsby Trawlers with reference to World War 2/Ancient Greece)</p> <p>Identify and give reasons for results of, historical events, situations, changes (World War 2 and the effect upon daily life/Guy Fawkes/Greek Gods)</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world (Trawlers in World War 2/Ancient Greece)</p> <p>Identify historically significant people and events in situations (trawlers in World War 2/Ancient Greece)</p>

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<p>Communicate historically (including vocabulary)</p> <p>Communication and communication</p>	Tell stories about the past	Use past and present forms accurately when talking about events that have happened	<p>Sort events or objects into groups (then/now)</p> <p>Use timelines to order events or objects</p> <p>Talk, write and draw about things from the past</p>	<p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p> <p>Use timelines to order events, objects or place significant people</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Presents findings about past using speaking, writing, diagrams, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Chooses most appropriate way to present information to an audience , using dates and terms correctly</p>	<p>Presents information in an organised, structured and the most appropriate way, making accurate use of specific dates and terms.</p> <p>(eg written explanation/tables and charts/labelled diagram).</p>