



Darley Dene Primary School - History Progression

Intent: Our History curriculum has two main aims: to equip children with the critical and observational skills to analyse evidence about the past, and to widen the knowledge and understanding they hold about the history of their world. We aim to inspire a love of learning about the past in order to build a secure chronological understanding that includes key facts as well as develops empathy towards others. Within this, we aim to give the children the tools they need to begin forming this knowledge on their own through teaching them how to develop opinions, consider perspectives, ask questions and examine information they are given.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding							
Begin to make sense of their own life-story and family's history.	Sequence simple pictures to show time order, recognising that things happened before they were born; Use everyday language to talk about time; Talk about past and present events in their own lives and in	Place known events and objects in chronological order; Sequence events and recount changes within living memory eg toys, homes, transport Use historical vocabulary relating to the passing of time e.g. first, next, then, past,	Sequence events/ artefacts or pictures e.g. firefighting equipment From Great Fire of London to modern day; Place people or events studied onto a timeline to develop chronological language; Identify similarities/differ	Place events from the time studied on a timeline; Sequence events or artefacts; Sequence key years/events or dates on a timeline to demonstrate chronology of British and world history.	Place events from period studied on a time line; Use terms related to the period and begin to date events; Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini). Extend chronological	Place current study on a timeline in relation to other studies; Know and sequence key events of a time studied; Relate current studies to previous studies; Make comparisons between	Place current study on time line in relation to other studies; Use relevant dates and terms; Sequence up to ten events on a time line. Establish clear narratives within and across periods by using secure chronological understanding

	<p>lives of family members.</p> <p>Comment on images of familiar situations in the past.</p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>	<p>present, long ago, timeline</p> <p>Use a timeline to develop chronological language eg past, present, older, newer</p>	<p>ences between ways of life in different periods.</p> <p>Describe and understand the significance of historic events beyond living memory (nationally or globally)</p> <p>Know about changes within living memory and how they affected changes in national life eg toys, homes, transport</p>		<p>understanding by exploring a theme over time eg leisure, entertainment</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p>	<p>different times in history.</p> <p>Extend chronological understanding by exploring a theme over time eg crime and punishment</p>	
Historical Enquiry							
	<p>Show curiosity about and interest in people and stories</p>	<p>Find answers to some simple questions about the past from simple sources of information;</p>	<p>Ask wide range of questions about the past using parts of stories and sources</p>	<p>Use a range of sources to find out about a period of time;</p>	<p>Select and organise relevant information from a wider range of sources to answer a</p>	<p>Address and devise a wide range of historically-valid questions about change and cause</p>	<p>Address and devise a wide range of historically-valid questions about change, cause,</p>

	<p>Question why things happen and begin to understand how and why questions;</p> <p>Answer how and why questions about experiences and in response to stories or events.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Sort artefacts from 'then' and 'now';</p> <p>Ask and answer questions about the past</p> <p>Use artefacts, pictures, stories and online sources to find out about the past</p>	<p>Use range of artefacts, pictures, stories and online sources to answer historical questions</p> <p>Understand different representations of the past by drawing comparisons</p>	<p>Begin to use the library and ICT for research.</p> <p>Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Select key information from a range of sources to answer an historical question</p> <p>Develop a range of historical vocabulary eg</p>	<p>historical question</p> <p>Use a variety of resources to find out about aspects of life in the past;</p> <p>Use the library and ICT for research;</p> <p>Choose relevant material to present a picture of one aspect of the past e.g. research Egyptian farming.</p> <p>Understand how and why the past is represented in different ways</p> <p>Develop a range of historical vocabulary eg civilisation,</p>	<p>Compare an aspect of life with the same aspect in another period. E.g. school life;</p> <p>Begin to identify primary and secondary sources.</p> <p>Confident use of library and ICT for research.</p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Examine different aspects of history eg social, cultural,</p>	<p>impact and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Recognise primary and secondary sources confidently;</p> <p>Bring knowledge gathered from a range of sources together into a fluent account.</p> <p>Examine different aspects of history eg social, cultural, political and religious, in different contexts</p>
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				<p>artefact, chronology, invade, settle</p> <p>Understand what types of question are historically-valid and identify how to find the answer</p>	<p>chronology, ancient, legacy</p> <p>Regularly generate and answer a range of historically-valid questions about similarities and differences</p>	<p>political and religious</p> <p>Explore trends, looking at continuity/change and similarity /difference/significance</p> <p>Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political</p>	<p>Develop and apply a range of historical vocabulary eg influential, narratives, perspective</p>
Knowledge and Interpretation							
	<p>Comment on similarities and differences between pictures, stories and artefacts</p>	<p>Describe some similarities and differences between artefacts; Use drama to act out key events; Begin to identify different ways to represent the past</p>	<p>Find out about people and events; Use collections of artefacts and describe their similarities and differences;</p>	<p>Find out about the everyday lives of people in the time studied and make comparisons with our lives today;</p>	<p>Use evidence to reconstruct life in time studied; Offer a reasonable explanation for some events; Evaluate the usefulness of</p>	<p>Study the experiences of different groups of people during the time studied; Compare accounts of events from</p>	<p>Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings;</p>

	<p>Listen to and recall historical stories</p> <p>Talk about past and events in their own lives and in the lives of family members</p> <p>Recognise a familiar event can be represented in different ways.</p>	<p>and discuss similarities and differences e.g. photos, stories or adults talking about the past.</p> <p>Describe significant people from the past</p> <p>Develop understanding of local history eg historical events, people and places</p>	<p>Use drama to develop empathy and understanding;</p> <p>Compare pictures or photographs of people or events in the past;</p> <p>Be able to identify different ways to represent the past (fact and fiction);</p> <p>Compare two different versions of the past.</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance</p>	<p>Identify reasons for and results of people's actions; Understand why people may have had to do something;</p> <p>Identify and give reasons for different ways in which the past is represented;</p> <p>Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.</p> <p>Compare different eras considering similarities and differences</p> <p>Examine in depth an aspect of local</p>	<p>different resources; Understand that sources can contradict each other.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how Britain has influenced and been influenced by the wider world</p>	<p>different sources; Offer some reasons for different versions of events.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how evidence is used rigorously to make historical claims</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and</p>	<p>Know Key dates, characters and events of time studied;</p> <p>Compare and contrast period studied with another ancient civilisation already studied;</p> <p>Evaluate a source and work out how conclusions were arrived at;</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make</p>
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			Know about local historical events, people and places	history from a period beyond 1066		sifting arguments eg propaganda Construct informed responses that involve thoughtful selection and organisation of relevant historical information Examine in depth an aspect of local history from a period beyond 1066	connections and draw contrasts Examine in depth an aspect of local history from a period beyond 1066 Explain why contrasting arguments and interpretations of the past exist Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda
Organising and Presenting							
Use simple words to talk about the passing of time.	Use simple words to talk about the passing of time; <i>Know some similarities and</i>	Use drama/role play to communicate their knowledge of the past; Use simple ways of recording their	Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied	Present, communicate and organise ideas about the past using a variety of art forms e.g.	Present, communicate and organise ideas about the past using a variety of art forms e.g.	Present, communicate and organise ideas from the past using detailed discussion;	Present, communicate and organise ideas from the past using detailed discussion and debates;

	<i>differences between things in the past and now, drawing on their experiences and what has been read in class.</i>	learning about the past e.g. labelling pictures or photographs; simple writing tasks.	e.g. simple fact files or reports, letters in role etc.; Use historical terms such as monarch, parliament, government, war, remembrance or use historically correct nouns when describing or comparing.	models, drama, role play; Use different genres of writing to demonstrate understanding of an event, such as: recounts, adverts, diaries and posters.	models, drama, role play; Use different genres of writing to demonstrate understanding of an event, such as: letters, recounts, poems, adverts, diaries, posters and guides.	Use different genres of writing to demonstrate understanding of an event, such as: instructions, accounts, diaries, letters, information, travel guides, posters, news reports; Provide an account of a historical event based upon more than one source.	Use different genres of writing to demonstrate understanding of an event; Plan and present a self-directed project about the period studied.
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Highlighted Text = Sonar Objectives

Italicized Text = ELGs