



Saint Mary's Catholic Voluntary Academy

History Progression

Chronological Awareness Progression

EYFS

Knowledge	Skills
- To know that they started life as a baby but have since grown and changed. - To know that someone's age is the time since they were born. - To know that some people are older than others. - To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations) - To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).	- Beginning to sequence events when describing them (e.g. daily routines, events in a story) - Recognising that some stories are set a long time ago. - Recognising significant dates for them (birthday). - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...") - Recounting activities that happened in their past using photos as a prompt.

Years 1/2

Knowledge	Skills
- To know that a timeline shows the order events in the past happened. - To know that we start by looking at 'now' on a timeline then look back. - To know that 'the past' is events that have already happened. - To know that 'the present' is time happening now. - To know that within living memory is 100 years. - To know a decade is ten years - To know that beyond living memory is more than 100 years ago. - To know that events in history may last different amounts of time.	- Sequencing up to four artefacts on a timeline. - Sequencing up to six photographs, focusing on the intervals between events. - Sequencing up to six events on a timeline. - Beginning to recognise how long each event lasted. - Knowing where people/events studied fit into a chronological framework. - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)

Years 3/4

Knowledge	Skills
- To know that history is divided into periods of history e.g. ancient times, middle ages and modern. - To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. - To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. - To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. - To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. - To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. - To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. - To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. - To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.	- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/Century. - Sequencing eight to ten artefacts, historical pictures or events. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline.



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History Progression

Chronological Awareness Progression

Years 5/6

Knowledge

- To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)
- To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians.
- To understand that historical periods have characteristics that distinguish them.
- To understand how to work out durations of periods and events.
- To understand how to represent a scale on a timeline.
- To understand how to create their own timeline selecting significant events.

Skills

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Putting dates in the correct century.
- Using the terms AD and BC in their work.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age
- Developing a chronologically secure understanding of British, local and world history across the periods studied.
- Placing the time, period of history and context on a timeline
- Relating current study on timeline to other periods of history studied.
- Comparing and making connections between different contexts in the past.



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History Progression

Disciplinary Concepts Progression

EYFS

Knowledge	Skills	
<u>Change and continuity</u> – To know that the environment around us changes as time passes <u>Historical significance</u> – To know the names of people that are significant to their own lives <u>Sources of Evidence</u> – To know that stories and books can tell us about the past. <u>Historical interpretations</u> – To begin to know that some photographs and drawings represent the past.	<u>Change and continuity</u> – Being aware of changes that happen throughout the year (e.g. seasons, nature). <u>Cause and consequence</u> – Experiencing cause and effect in play. <u>Similarities and differences</u> – Beginning to recognise similarities and differences between the past and today. – Using photographs and stories to compare the past with the present day.	<u>Historical significance</u> – Recalling special people in their own lives. <u>Sources of evidence</u> – Using stories and non-fiction books to find out about life in the past. <u>Historical interpretations</u> – Recognising that different members of the class may notice different things in photographs from the past.

Years 1/2

Knowledge	Skills	
<u>Historical significance</u> – To know that some people and events are considered more 'special' or significant than others. – To know that some events are more significant than others. – To know the impact of a historical event on society. – To know that 'historically significant' people are those who changed many people's lives. <u>Sources of evidence</u> – To know that photographs can tell us about the past. – To know that we can find out about the past by asking people who were there. – To know that artefacts can tell us about the past. – To know that we remember some (but not all) of the events that we have lived through. <u>Sources of evidence</u> – To know that we can find out about how places have changed by looking at maps. – To know that historians use evidence from sources to find out more about the past. <u>Historical interpretations</u> – To know that the past can be represented in photographs. – To know that the past is represented in different ways	<u>Change and continuity</u> – Being aware that some things have changed and some have stayed the same in their own lives. – Describing simple changes and ideas/objects that remain the same. – Understanding that some things change while other items remain the same and some are new. – Recognising some things which have changed/stayed the same as the past. – Identifying simple reasons for changes. <u>Cause and consequence</u> – Asking questions about why people did things, why events happened and what happened as a result. – Recognising why people did things, why events happened and what happened as a result. <u>Similarities and differences</u> – Beginning to look for similarities and differences over time in their own lives. – Identifying similarities and difference between ways of life at different times. – Finding out about people, events and beliefs in society. – Making comparisons with their own lives	<u>Historical significance</u> – Recalling special events in their own lives. – Discussing who was important in a historical event. <u>Sources of evidence</u> – Using artefacts, photographs and visits to museums to ask and answer questions about the past. – Making simple observations about a source or artefact. – Using sources to show an understanding of historical concepts (see above). – Identifying a primary source. <u>Historical interpretations</u> – Recognising different ways in which the past is represented (including eye-witness accounts). – Comparing pictures or photographs of people or events in the past. – Developing their own interpretations from artefacts, photographs and written sources.



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History Progression

Disciplinary Concepts Progression

Years 3/4

Knowledge	Skills	
<u>Change and continuity</u> – To know that change can be brought about by advancements in transport and travel. – To know that change can be brought about by advancements in materials. – To know that change can be brought about by advancements in trade <u>Cause and consequence</u> – To know that the actions of people can be the cause of change (e.g. Lord Shaftesbury). – To know that advancements in science and technology can be the cause of change. <u>Historical significance</u> – To know that significant archaeological findings are those which change how we see the past. – To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. <u>Sources of evidence</u> – To know that archaeological evidence can be used to find out about the past. – To know that we can make inferences and deductions using images from the past. <u>Historical interpretations</u> – To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. – To know that assumptions made by historians can change in the light of new evidence.	<u>Change and continuity</u> – Identifying reasons for change and reasons for continuities. – Identifying what the situation was like before the change occurred. – Comparing different periods of history and identifying changes and continuity. – Describing the changes and continuity between different periods of history. – Identifying the links between different societies. <u>Cause and consequence</u> – Identifying the consequences of events and the actions of people. – Identifying reasons for historical events, situations and changes. <u>Similarities and differences</u> – Identifying similarities and differences between periods of history. – Explaining similarities and differences between daily lives of people in the past and today. – Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	
	<u>Historical significance</u> – Recalling some important people and events. – Identifying who is important in historical sources and accounts. <u>Sources of evidence</u> – Using a range of sources to find out about a period. – Using evidence to build up a picture of a past event. – Observing the small details when using artefacts and pictures. – Identifying sources which are influenced by the personal beliefs of the author. <u>Historical interpretations</u> – Identifying and giving reasons for different ways in which the past is represented. – Identifying the differences between different sources and giving reasons for the ways in which the past is represented. – Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. – Evaluating the usefulness of different sources.	



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History Progression

Disciplinary Concepts Progression

Years 5/6

Knowledge	Skills	
<u>Change and continuity</u> - To know that change can be brought about by conflict. - To know that change can be traced using the census.	<u>Change and continuity</u> - Making links between events and changes within and across different time periods / societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods/studied. - Describing the links between different societies. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity.	<u>Historical significance</u> - Identifying significant people and events across different time periods. - Comparing significant people and events across different time periods. - Explain the significance of events, people and developments.
<u>Cause and consequence</u> - To know that members of society standing up for their rights can be the cause of change.	<u>Cause and consequence</u> - Giving reasons for historical events, the results of historical events, situations and changes. - Starting to analyse and explain the reasons for, and results of historical events, situations and change.	<u>Sources of evidence</u> - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
<u>Historical significance</u> - To know how historians select criteria for significance and that this changes.	<u>Similarities and differences</u> - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making links with different time periods studied. - Describing change throughout time.	<u>Historical interpretations</u> - Comparing accounts of events from different sources. - Suggesting explanations for different versions of events. - Evaluating the usefulness of historical sources. - Identifying how conclusions have been arrived at by linking sources. - Developing strategies for checking the accuracy of evidence. - Addressing and devising historically valid questions. - Understanding that different evidence creates different conclusions. - Evaluating the interpretations made by historians.
<u>Sources of evidence</u> - To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. - To understand the types of information that can be extracted from the census. - To understand that inventories are useful sources of evidence to find out about people from the past. - To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. - To understand how to compare different census extracts by analysing the entries in individual columns. - To know that the most reliable sources are primary sources which were created for official purposes.		
<u>Historical interpretations</u> - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that there are different interpretations of historical figures and events.		



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History Progression

Historical Enquiry Progression

Early Years

Posing historical questions

- Asking questions about the differences they can see in photographs or images (in stories) that represent the past.

Gathering, organising and evaluating evidence

- Making simple observations about the past from photographs and images.

Evaluating and drawing conclusions

- Deciding whether photographs or images (e.g. from stories) depict the past.

Communicating findings

- Communicating findings by pointing to images and using simple language to explain their thoughts.

Years 1/2

Posing historical Questions

- Asking questions about sources of evidence (e.g. artefacts).
- Asking a range of questions about stories, events and people.
- Understanding the importance of historically-valid questions.

Gathering, organising and evaluating evidence

- Understanding how we use books and sources to find out about the past.
- Using a source to answer questions about the past.
- Evaluating the usefulness of sources to a historical enquiry.
- Selecting information from a source to answer a question.
- Identifying a primary source.

Interpreting findings, analysing and making connections

- Interpreting evidence by making simple deductions.
- Making simple inferences and deductions from sources of evidence.
- Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).
- Making links and connections across a unit of study.
- Selecting and using sections of sources to illustrate and support answers.

Evaluating and drawing conclusions

- Making simple conclusions about a question using evidence to support.

Communicating findings

- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.
- Expressing a personal response to a historical story or event through discussion, drawing or writing.

Years 3/4

Posing historical questions

- Understanding how historical enquiry questions are structured.
- Creating historically-valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Creating questions for different types of historical enquiry.
- Asking questions about the bias of historical evidence.

Gathering, organising and evaluating evidence

- Using a range of sources to construct knowledge of the past.
- Defining the terms 'source' and 'evidence'.
- Extracting the appropriate information from a historical source.
- Selecting and recording relevant information from a range of sources to answer a question.
- Identifying primary and secondary sources.
- Identifying the bias of a source.
- Comparing and contrasting different historical sources.

Interpreting findings, analysing and making connections

- Understanding that there are different ways to interpret evidence.
- Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question "How do we know?"

Evaluating and drawing conclusions

- Understanding that there may be multiple conclusions to a historical enquiry question.
- Reaching conclusions that are substantiated by historical evidence.
- Recognising similarities and differences between past events and today.

Communicating findings

- Communicating knowledge and understanding through discussion, debates, drama, art and writing.
- Constructing answers using evidence to substantiate findings.
- Identifying weaknesses in historical accounts and arguments.
- Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatize, write or retell the story.
- Creating a structured response or narrative to answer a historical enquiry.
- Describing past events orally or in writing, recognising similarities and differences with today.



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History Progression

Historical Enquiry Progression

Years 5/6

Posing historical questions

- Planning a historical enquiry.
- Suggesting the evidence needed to carry out the enquiry.
- Identifying methods to use to carry out the research.
- Asking historical questions of increasing difficulty
 - e.g. who governed, how and with what results?
- Creating a hypothesis to base an enquiry on.
- Asking questions about the interpretations, viewpoints and perspectives held by others.

Gathering, organising and evaluating evidence

- Using different sources to make and substantiate historical claims.
- Developing an awareness of the variety of historical evidence in different periods of time.
- Distinguishing between fact and opinion.
- Recognising 'gaps' in evidence.
- Identifying how sources with different perspectives can be used in a historical enquiry.
- Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.

Evaluating and drawing conclusions

- Interpreting evidence in different ways using evidence to substantiate statements.
- Making increasingly complex interpretations using more than one source of evidence.
- Challenging existing interpretations of the past using interpretations of evidence.
- Making connections, drawing contrasts and analysing within a period and across time.
- Beginning to interpret simple statistical sources.
- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Evaluating conclusions and identifying ways to improve conclusions.

Communicating findings

- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Showing written and oral evidence of continuity and change as well as indicting simple causation.
- Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Constructing explanations for past events using cause and effect.
- Using evidence to support and illustrate claims.



Saint Mary's Catholic Voluntary Academy

History Progression

Substantive Concepts Progression

Early Years

Achievements and follies of mankind

- To know that in fairytales kings/queens are usually important, powerful people who rule over others.
- To recognise some interests and achievements from their own lives and the lives of their families and friends.

Years 1/2

Achievements and follies of mankind

- To know some inventions that still influence their own lives today.
- To know some achievements and discoveries of significant individuals.
- To know and begin to identify achievements and inventions that still influence their own lives today.
- To know the legacy and contribution of the inventions.
- To be aware of the achievements of significant individuals.

Power (monarchy, government and empire)

- To know that a monarch in the UK is a king or queen.
- To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.
- To know that Britain was organised into kingdoms and these were governed by monarchs.

Years 3/4

Achievements and follies of mankind

- To be able to identify achievements and inventions that still influence our lives today from Roman times.
- To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.
- To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.

Power (monarchy, government and empire)

- To understand the development of groups, kingdom and monarchy in Britain.
- To know who became the first ruler of the whole of England.
- To understand the expansion of empires and how they were controlled across a large empire.
- To understand that societal hierarchies and structures existed including aristocracy and peasantry.
- To understand some reasons why empires fall/collapse.

Invasion, settlement and migration

- To know that there were different reasons for invading Britain.
- To understand that there are varied reasons for coming to Britain.
- To know that there are different reasons for migration.
- To know that settlement created tensions and problems.
- To understand the impact of settlers on the existing population.
- To understand the earliest settlements in Britain.
- To know that settlements changed over time.

Civilisation (social and cultural)

- To understand how invaders and settlers influence the culture of the existing population.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that education existed in some cultures, times and groups.

Trade

- To know that communities traded with each other and over the English Channel in the Prehistoric Period.
- To understand that trade began as the exchange of goods.
- To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.
- To understand that the Roman invasion led to a great increase in British trade with the outside world.
- To understand that trade develops in different times and ways in different civilisations.
- To understand that the traders were the rich members of society.

Beliefs

- To understand that there are different beliefs in different cultures, times and groups.
- To know about paganism and the introduction of Christianity in Britain.
- To know how Christianity spread.
- To compare the beliefs in different cultures, times and groups.



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History Progression

Substantive Concepts Progression

Years 5/6

Achievements and follies of mankind

- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To know that new and sophisticated technologies were advanced which allowed cities to develop.
- To understand the impact of war on local communities.
- To know some of the impacts of war on daily lives.
- To be able to identify the achievements of civilisations and explain why these achievements were so important.
- To be able to compare the achievements of different civilisations and groups.

Power (monarchy, government and empire)

- To understand how the monarchy exercised absolute power.
- To understand the process of democracy and parliament in Britain.
- To understand that different empires have different reasons for their expansion.
- To understand that there are changes in the nature of society.
- To know that there are different reasons for the decline of different empires.

Invasion, settlement and migration

- To understand there are increasingly complex reasons for migrants coming to Britain.
- To understand that migrants come from different parts of the world.
- To know about the diverse experiences of the different groups coming to Britain over time.

Civilisation (social and cultural)

- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To be able to compare development and role of education in societies.
- To be able to compare education in different cultures, times and groups.
- To understand the changing role of women and men in Britain.
- To understand that there are differences between early and later civilisations.

Trade

- To know that trade routes from Britain expanded across the world.
- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To understand that the expansion of trade routes increased the variety of goods available.
- To understand that the methods of trading developed from in person to boats, trains and planes.
- To understand the development of global trade.
- To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.

Beliefs

- To be aware of the different beliefs that different cultures, times and groups hold.
- To understand the changing nature of religion in Britain and its impact.
- To be aware of how different societies practise and demonstrate their beliefs.
- To be able to identify the impact of beliefs on society.