



## The Echelford Primary School - History Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>						
<p>Being aware of the past, present, future and the passing of time, e.g birthdays, talking about past events in their lives.</p>	<p>Place known events and objects in chronological order.</p> <p>Understand the idea of a timeline and add key events they have studied – <i>Seaside / Holidays in the past, Toys and Neil Armstrong.</i></p> <p>Sequence events and recount changes within living memory – <i>To retell orally and sequence key events using pictures - Neil Armstrong.</i></p> <p>Use common words and phrases relating to the passing of time - <i>Seaside / Holidays in the past, Toys and Neil Armstrong.</i></p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time. <i>Transport (Christopher Columbus), Florence Nightingale, Great Fire of London</i></p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Identify, discuss and write about similarities and differences between ways of life before and after the historical periods being studied and today by looking at maps, paintings and photos and reading primary and secondary sources. <i>Transport, hospitals and the role of nurses and women, Great Fire of London</i></p> <p>Create a timeline to understand the time</p>	<p>Use an increasing range of common words and phrases relating to the passing of time. <i>Each topic: Normans, Ancient Egyptians and Stone Age.</i></p> <p>Sequence several events or artefacts. <i>Each topic: Normans, Ancient Egyptians and Stone Age.</i></p>	<p>Place some historical periods in a chronological framework</p> <p>Able to order times they have learnt about previously and ones they are learning about. <i>Ancient Sumer.</i></p> <p>Use historic terms related to the period of study. <i>Use accurate terms for historically significant information. Ancient Sumer, Tudors, Ancient Rome.</i></p>	<p>Use dates to order and place events on a timeline <i>Understanding from Y4 learning about the Romans that the Anglo Saxons is the next time period to study chronologically. Anglo Saxons</i></p>	<p>Place current study on timeline in relation to other studies. <i>Use timeline to compare what has been previously studied in Year 6 and other years and how they relate, whilst considering how the change in periods occurred. WWII, Vikings and Anglo Saxons, Mayans</i></p> <p>Use relevant dates, terms to sequence at least 10 events on a timeline. To be able to discuss and have a solid understanding of key dates from each period and when and each civilisation began and ended. <i>WWII, Vikings and Anglo Saxons, Mayans</i></p>

		between each historical period studied and within each topic where appropriate.				
<b>Historical Interpretations</b>						
Learning about and talking about historical events of personal significance, e.g. Bonfire Night, Pancake Day, Christmas, Diwali, Remembrance Day.	Relate his/her own account of an event and understand that others may give a different version- <i>With support and relating this to PSHE learning understand that it is OK to have different views and accounts – Seaside / Holidays in the past, Toys and Neil Armstrong.</i>	Describe changes within living memory and aspects of change in national life.  Describe and write about the changes in a range of transport between Victorian times and today. Understand how the changes in transport are linked to other changes in history, such as invention of electricity, use of different power sources. <i>Transport (Christopher Columbus), Florence Nightingale, Great Fire of London</i>  Describe events beyond living memory that are significant nationally or globally  Learn, discuss, sequence and write about the Great Fire of London, including how it started, how it spread and its impact on the people and London itself. <i>Great Fire of London</i>  Describe significant historical events, people, places in his/her own locality	Describe memories of key events in his/her life using historical vocabulary <i>When comparing life to that of Stone Age boy.</i>  Distinguish between different sources – compare different versions of the same story <i>Ancient Egyptians</i>  Look at representations of the period – museum, cartoons etc <i>Ancient Egyptians</i>	Understand that sources can contradict each other- <i>Two texts could say two different things about one person or period of time due to the age of records, children understand why that happens. Ancient Sumer, Ancient Rome</i>	Make comparisons between aspects of periods of history and the present day. <i>Whilst studying the Victorians, children will compare what life was like for children during this time period with their lives in the present day. Victorians</i>  Understand that the type of information available depends on the period of time studied. <i>While studying the Anglo Saxons time period, children will study information presented in the form of paintings and tapestries. Victorians, Anglo Saxons, Ancient Greeks</i>  Evaluate the usefulness of a variety of sources. <i>Victorians, Anglo Saxons, Ancient Greeks</i>	Link sources and work out how conclusions were arrived at, whilst comparing. <i>Children will be comparing primary and secondary sources from the different periods, discussing their meaning, significance, links and reliability. WWII, Vikings and Anglo Saxons, Mayans</i>  <b>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</b> Children will be developing their awareness about how different evidence will lead to different conclusions.  Find and research own sources and submit own conclusions about the significance, links and reliability. <i>WWII, Vikings and Anglo Saxons, Mayans</i>

Historical Enquiry						
<p>Being able to ask and answer simple questions about their past and present.</p>	<p>Find answers to some simple questions about the past from simple sources - <i>Through photos, clips and discussion be able to answer a question such as – Why? What happened?</i> - Seaside / Holidays in the past, Toys and Neil Armstrong.</p> <p>Describe some simple similarities and differences between artefacts- <i>Children to explain how they are different from appearance and their preferences and why.</i> - Seaside / holidays from the past.</p> <p>Describe similarities and differences between the past and present - <i>Using simple sources and through discussion can identify a similarity and difference and explain in a sentence using basic topic vocabulary</i> - Seaside / Holidays in the past, Toys and Neil Armstrong.</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Ask and answer questions about how artefacts are different and think of reasons why. Begin to use topic vocabulary</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p><i>Study a range of primary and secondary sources about each topic, including stories based on the event. Identify what we can find out from these sources and what other sources could be used to find out more.</i> Transport (Christopher Columbus), Florence Nightingale, Great Fire of London</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><i>Discuss/write about the different representations of the event or person in different sources. Discuss why these sources may show differences and how we know which are accurate.</i> Transport (Christopher Columbus), Florence Nightingale, Great Fire of London</p>	<p>To find out about the way people lived in the Neolithic period. <i>Normans- Magna Carta.</i></p> <p>I am learning to develop our knowledge on the Bronze Age's culture. <i>Stone Age</i></p> <p>Develop my chronological knowledge by using dates and terms related to the Stone Age's passing of time. <i>Stone Age</i></p> <p>Place the time studied on a timeline and sequence several events. <i>Ancient Egyptians.</i></p> <p>Select and record information relevant to the study. <i>Normans</i></p> <p>Begin to use the library and internet for research <i>Each topic: Normans, Ancient Egyptians and Stone Age.</i></p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past. <i>Use inference to understand life in the past and make comparisons between different periods. Ancient Sumer, Tudors, Ancient Rome.</i></p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p><i>Use newspapers, stories, diary entries, places, pictures, objects to find out about daily life, religions and traditions. Ancient Sumer, Tudors, Ancient Rome.</i></p>	<p>Compare sources of information available for the study of different times in the past. <i>Using artefacts, children will compare life for children in the Victorian period to the present day. Children will consider whether paintings and tapestries are reliable sources of information in the Anglo Saxon period. They will also consider whether these are primary or secondary sources to build upon their learning of primary and secondary sources in their previous topic of the Victorians. Victorians, Anglo Saxons, Ancient Greeks</i></p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p><i>Using primary and secondary sources, information the children have been taught and their own research on the topic being studied, the children will use these resources to create questions that enable them to delve further into their own knowledge. These questions will focus on the change they have seen over a period of time, the reasons for this change, any similarities and differences in the sources and the importance that these hold in regards to our own understanding of a particular period of time. WWII, Vikings and Anglo Saxons, Mayans</i></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p><i>Children use different sources of information to build a relevant understanding surrounding a past event or a historical period of time. Through using</i></p>

	independently - Toys					<p><i>different information provided to them, children are able to pick out key information that is necessary to build their understanding as well as negating any information that does not aid to the overall learning. Children can share this understanding both orally and through writing. WWII, Vikings and Anglo Saxons, Mayans</i></p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p><i>Using a variety of sources (both primary and secondary) the children are able to build up a clear picture as to how an event or time period occurred in the past. The children use these sources to gain an understanding of how the past is different from the present and how hindsight is used to influence the world today. WWII, Vikings and Anglo Saxons, Mayans</i></p> <p>Make confident use of a variety of sources for independent research.</p> <p><i>Children will recap their knowledge of what a 'source' is within history and the different types of sources which are available to gain new</i></p>
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						information (eg: pictures, recounts, the internet, text books, newspaper reports). These sources are then used to inspire the children to independently find out more about a subject through their own research. <a href="#">WWII</a> , <a href="#">Vikings and Anglo Saxons</a> , <a href="#">Mayans</a>
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**Organisation and Communication**

Children can speak about past events in their lives using the correct tense.	Talk, draw or write about aspects of the past – <a href="#">Seaside / Holidays in the past</a> , <a href="#">Toys and Neil Armstrong</a> .	Use a wide vocabulary of everyday historical terms. <a href="#">Transport</a> (Christopher Columbus), <a href="#">Florence Nightingale</a> , <a href="#">Great Fire of London</a>  Speak about how he/she has found out about the past. <a href="#">Transport</a> (Christopher Columbus), <a href="#">Florence Nightingale</a> , <a href="#">Great Fire of London</a>  Record what he/she has learned by drawing and writing.  <i>Write in a range of genres, including diary entries, newspaper reports, chronological recounts and narratives. Include a wide vocabulary of historical terms and subject specific vocabulary in their writing. <a href="#">Transport</a>, <a href="#">hospitals and the role of nurses and women</a>,</i>	Use an increasing range of common words and phrases relating to the passing of time. <i>Each topic: <a href="#">Normans</a>, <a href="#">Ancient Egyptians and Stone Age</a>.</i>	Communicate his/her learning in an organised and structured way, using appropriate terminology  <i>Use a variety of writing styles including longer pieces. <a href="#">Ancient Sumer</a>, <a href="#">Tudors</a>, <a href="#">Ancient Rome</a>.</i>	Present findings and communicate knowledge and understanding in different ways. <i>Children will use various methods of presenting in each topic studied. Examples including persuasive writing in <a href="#">Anglo Saxons</a> to confirm conspiracies around planet 9, <a href="#">Victorians</a>, <a href="#">Anglo Saxons</a>, <a href="#">Ancient Greeks</a></i>  Provide an account of a historical event based on more than one source. <i>Children will write about the impact Dr Barnardo had on children's lives in the Victorian period and discuss how this had impacted children today. During the study of the <a href="#">Anglo Saxons</a>, children will write about conspiracy theories on planet 9. <a href="#">Victorians</a>, <a href="#">Anglo</a></i>	<b>Use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations, linking with other subjects.</b> <a href="#">WWII</a> , <a href="#">Vikings and Anglo Saxons</a> , <a href="#">Mayans</a>
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		Great Fire of London			Saxons, Ancient Greeks	
<b>Understanding of events, people and changes</b>						
<p>Understanding the changes humans go through from birth to old age. Understand similarities and differences between themselves and others.</p>	<p>Understanding key features of the way we lived in the past.</p> <p><i>Ask and answer relevant basic questions about the past - Toys</i></p> <p>Look at artefacts from the past.</p> <p><i>Understanding the properties of a Victorian toy from the past whilst explaining the reasons why</i></p> <p>- Seaside / Holidays in the past, Toys.</p> <p>Identify some similarities and differences between ways of life in different periods - <i>With support, answer simple questions about events. What happened? Why? When?</i> - Seaside / Holidays in the past, Toys, Neil Armstrong.</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <p><i>Learn and write about Christopher Columbus and the importance of his expeditions. Link this learning to the changes in ways people have crossed the Atlantic. Transport (Christopher Columbus)</i></p> <p>Learn and write about the life of Florence Nightingale. Focus our writing on the impact Florence Nightingale had on Scutari hospital, nursing in general after the Crimean War and the way women were viewed in Great Britain. <b>Florence Nightingale</b></p>	<p>Describe changes in Britain from the Stone Age to the Iron Age. <b>Stone Age</b></p> <p>Describe the achievements of the earliest civilisations – <b>Ancient Egypt.</b></p> <p>Find out about every day lives of people in time studied <b>Stone Age</b></p> <p>Compare with our life today Identify reasons for and results of people's action. <b>Stone Age and Norman</b></p> <p>Understand why people may have wanted to do something <b>Normans</b></p>	<p>Describe the Roman Empire and its impact on Britain</p> <p><i>A study on how and why the Romans invaded Britain, leading into the influence they had on Britain during and after their reign. Ancient Rome</i></p> <p>Describe a study of an aspect or theme in British History that extends his/her chronological knowledge beyond 1066.</p> <p><i>Tudor royalty including family tree and how they came to the throne; comparison between lives of rich and poor and what we can learn from Hampton Court. Tudors</i></p> <p>Describe the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Sumer; the Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Give reasons for some important historical events.</p> <p><i>Children will write about the impact Dr Barnardo had on children's lives in the Victorian period and discuss how this had impacted children today. Victorians</i></p> <p>Describe the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><i>Children will learn about and discuss the different Anglo Saxon tribes and their reasons for settlement in Britain. Anglo Saxons</i></p> <p>Describe a study of Greek life and achievements and their influence on the western world.</p> <p><i>Children will study the life of Odysseus, building upon this in their PoR text in literacy. Ancient Greeks</i></p> <p>Describe a study of an aspect or theme in British History that extends his/her chronological knowledge beyond 1066.</p> <p><i>Children will study the Victorian period and how events during this time</i></p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</p> <p><i>The children will come across this theme in all topics. They will use their knowledge of chronology to make continuous links with all Historical Periods studied and how this has impacted the way that society runs today. They will be able to verbalise what has happened within these time periods. WWII, Vikings and Anglo Saxons, Mayans</i></p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p><i>Children have the opportunity to note contrasts and trends over time when comparing Anglo Saxon crime and punishment and through comparing Mayan civilisation to British civilisation. The children build upon historical terms throughout the topics</i></p>

				<p>A study of the achievements Ancient Sumerians made as well as background their way of life, with a comparison between Ancient Sumer and Ancient Egypt. <a href="#">Ancient Sumer</a></p>	<p>have impacted the lives of children today. <a href="#">Victorians</a></p>	<p>they study in the year. <a href="#">WWII</a>, <a href="#">Vikings</a> and <a href="#">Anglo Saxons</a>, <a href="#">Mayans</a></p> <p>Describe the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><i>The children will focus on Crime and Punishment throughout the years and the impact this had on the Anglo Saxons and comparing this to modern times. What are the similarities and differences between them both?</i> <a href="#">Vikings</a> and <a href="#">Anglo Saxons</a></p> <p>Describe a study of an aspect or theme in British History that extends his/her chronological knowledge beyond 1066. <a href="#">WWII</a></p> <p><i>Theme: What impact did WW2 have on children in Britain? Children will use their knowledge of evacuation, rationing, school life and propaganda to build up an understanding of life in Britain between 1939-1945 and how it influenced the way children lived.</i> <a href="#">WWII</a></p> <p>Describe a</p>
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non-European society that provides contrasts with British History – one study chosen from: early Islamic Civilisation, including a study of Baghdad c.AD 900; Mayan civilisation c.AD 900; Benin (West Africa) c. AD 900-1300

*The children will study Mayan civilisation c.ad 900. They will focus on different elements of their history and compare these with British history. These include: achievements, agriculture and food, beliefs and gods and cities and temples.*  
[Mayans](#)

Use evidence to support arguments.

*Children will continuously use primary and secondary sources to support arguments. Children will apply this in all topics learned but will have the opportunity to utilise this when completing the 'History Challenge' at the end of each topic, to summarise their overall learning and understanding.* [WWII](#), [Vikings and Anglo Saxons](#), [Mayans](#)

Describe a local history study.

*Children have the*

						<p><i>opportunity to study local history when studying World War II. Children will use online resources to study bomb sights in the local area, with a focus on the Blitz. They will use this to build a narrative surrounding their knowledge and have this inspired by the understanding that it may relate to their own family history. <a href="#">WWII</a></i></p>
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