



History Progression Document 25-26

Year Group	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation
EYFS	By the end of Reception, children should be able to: - Talk about members of their immediate family and community, naming and describing people familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Recognise some similarities and differences between life in the past and life now (e.g. homes, toys, transport). Additional links to Quests: - Draw information from a simple map (link to local area / homes). - Understand that some places are special to members of their community (link to Chester Zoo / George Mottershead). Vocabulary focus: old, new, then, now, long ago, before, after		
KS1	- Can they ask and answer questions about old and new objects, using artefacts and photographs. - Can they research the life of a significant individual from the past who has contributed to national or international achievements (e.g. George Mottershead, inventors linked to transport).	- Can they put up to three objects in chronological order (recent history); by Year 2, give reasons for the order. - Can they use appropriate words and phrases to describe the past (e.g. old, new, a long time ago, before, after). - Can they sequence a set of events in order and explain why they happened that way (e.g. how homes or transport have changed over time).	- Can they give examples of things that are different in their life compared to when their grandparents were young (e.g. toys, homes, transport). - Can they explain how their local area was different in the past (e.g. Chester, Upton, Chester Zoo). - Can they recount the life of someone famous from Britain who lived in the past, including key facts about what they did earlier and later in their life (e.g. George Mottershead, significant inventors). - Can they recount interesting facts from a historical event (e.g.

			development of the railway, changes in homes). • Can they explain how some famous people have helped our lives to be better today.
Year 3	• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past (e.g. Stone Age sites such as Skara Brae, Egyptian tombs)? • Can they use various sources of evidence to answer questions (e.g. artefacts, photographs, factory records, museum resources)? • Can they, through research, identify similarities and differences between given periods in history (e.g. daily life in Stone Age Britain compared with Ancient Egypt, or Industrial Revolution life)?	• Can they describe events and periods using the words BC, AD, ancient, century and decade? • Can they describe events from the past using dates when things happened (e.g. dynasties in Ancient Egypt, key milestones of the Industrial Revolution)? • Can they use a timeline within a specific time in history to set out the order things may have happened (Stone Age periods, Egyptian dynasties, key events of the Industrial Revolution) • Can they use their mathematical knowledge to work out how long-ago events would have happened (e.g. when pyramids were built, how long ago the Stone Age ended, how many years since the start of the Industrial Revolution)	• Do they appreciate that early Britons would not have communicated or eaten as we do today (Stone Age Britain)? • Can they explain some of the changes in Britain from the Stone Age to the Iron Age? • Do they have a good understanding of some of the achievements of the earliest civilizations (e.g. Ancient Egypt – pyramids, writing, farming)? • Can they recognise the impact of the Industrial Revolution and how it shaped local and national history (e.g. factories, transport, working conditions)?
Year 4	• Can they research two versions of an event and say how they differ (e.g. Roman accounts vs. Celtic	• Can they place studied periods (Mayan civilisation, Ancient Greece, Roman Britain) on a timeline	• Can they explain how events from the past have helped shape our lives (e.g.

	perspectives, Greek vs. modern historians)? • Can they research what it was like for a child in a given period from the past (Mayan children, Spartan/Athenian children, Roman children in Britain)? • Can they give more than one reason to support an historical argument (e.g. why the Romans invaded Britain, or why the Mayan civilisation declined)? • Do they appreciate how items found belonging to the past (Mayan artefacts, Greek pottery, Roman remains in Britain) help us build up an accurate picture of how people lived?	showing when they occurred in relation to each other and earlier learning? • Can they use their mathematical skills to round up time differences into centuries and decades (e.g. working out how long the Roman occupation of Britain lasted, or how far apart the Mayan and Greek civilisations were)?	Roman roads and towns in Britain, Greek ideas of democracy)? • Do they know that people in the past cooked, travelled and fought differently from us (Roman Britain, Mayan farming, Greek warfare)? • Do they recognise that the lives of wealthy people were very different from those of poor people (Mayan nobility vs. farmers, Roman patricians vs. plebeians, Greek citizens vs. slaves)? • Do they understand why Ancient Greeks invaded other countries and how this expanded their influence?
Year 5	• Can they test out a hypothesis in order to answer a question (e.g. why the Shang developed bronze casting, why Vikings raided, why Baghdad flourished as a centre of learning)? • Do they appreciate how historical artefacts have helped us understand more about lives in the past (e.g. Shang oracle bones, Viking ships, artefacts from the House of Wisdom)?	• Can they use dates and historical language in their work (century, millennium, invasion, dynasty, empire)? • Can they draw a timeline with different time periods outlined which show different information, such as dynasties, invasions, or cultural developments (e.g. Shang dynasty, Viking invasions, Islamic Golden Age)? • Can they use their mathematical skills to work out exact time scales	• Can they describe historical events from the different periods they study (e.g. Shang religious practices, Viking raids and settlements, Islamic scholarship in Baghdad)? • Can they make comparisons between historical periods, explaining things that have changed and things which have stayed the same (e.g. Shang vs. Vikings, Islamic civilisation vs. Europe in the same period)? • Can they begin to explain what life would have been like for the early

		and differences (e.g. how many years between the Shang dynasty and the Vikings, or between the rise of Baghdad and the Roman withdrawal from Britain)?	settlers (e.g. Viking settlers in Britain)? • Can they recognise that Britain has been invaded by several different groups over time (with particular reference to the Saxons and Vikings)?
Year 6	• Can they look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint (e.g. contrasting accounts of the Benin Kingdom, wartime propaganda)? • Can they identify and explain their understanding of propaganda (e.g. World War posters, government broadcasts)? • Can they describe a key event from Britain's past using a range of evidence from different sources (e.g. the impact of the World Wars on British civilians, sources from Benin before the kingdom's conquest)?	• Can they say where a period of history fits on a timeline (e.g. Benin compared with other studied civilisations, the World Wars in the context of the 20th century)? • Can they place a specific event on a timeline by decade (e.g. 1910s for WWI, 1940s for WWII)? • Can they place features of historical events and people from past societies and periods in a chronological framework (e.g. Benin's golden age compared with the rise of European empires; Britain's role in the World Wars)?	• Can they summarise the main events from a specific period in history, explaining the order in which key events happened (e.g. sequence of events during the World Wars, rise and fall of the Benin Kingdom)? • Can they summarise how Britain has had a major influence on world history (e.g. through its role in the World Wars, through empire and trade links affecting Benin)? • Can they summarise what Britain may have learnt from other countries and civilizations through time (e.g. cultural exchanges with Benin, alliances during the World Wars)?