

## History Progression Document

Concept	F2	Year 1 and 2	Year 3 and 4	Year 5 and 6
H1: Understand chronology	<ul style="list-style-type: none"> <li>-Understand the difference between past and present.</li> <li>-I can talk about past and present events in my own life and the lives of my family.</li> </ul> <p><b>All</b></p>	<ul style="list-style-type: none"> <li>-Place events and artefacts in order on a timeline.</li> <li>-Label timelines with words or phrases such as: past, present, older and newer.</li> <li>-Use dates where appropriate.</li> </ul> <p><b>All</b></p> <ul style="list-style-type: none"> <li>-Recount changes that have occurred in their own lives.</li> </ul> <p><b>Cycle A Summer 2 Seaside</b> <b>Ongoing through Timelines</b></p>	<ul style="list-style-type: none"> <li>-Place events, artefacts and historical figures on a timeline using dates.</li> <li>-Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>-Use dates and terms to describe events.</li> </ul> <p><b>All topics</b></p>	<ul style="list-style-type: none"> <li>-Describe the main changes in a period of history.</li> <li>-Use dates and terms accurately in describing events.</li> <li>-Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> </ul> <p><b>All topics</b></p>
H2: Build an overview of world history (knowledge)	<ul style="list-style-type: none"> <li>-Know about differences and similarities between themselves and others and among families, communities and traditions.</li> </ul> <p><b>Autumn 1 Myself</b></p>	<ul style="list-style-type: none"> <li>-Describe historical events.</li> <li>-Describe significant people from the past.</li> <li>-Describe the lives of people in the past.</li> <li>-Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b>Cycle A Aut 2 Explorers</b> <b>Cycle B Aut 2 Gunpowder</b> <b>Spr 2 Florence Nightingale</b> <b>Sum 1 Great Fire of London</b></p>	<ul style="list-style-type: none"> <li>-Describe changes that have happened in Scunthorpe throughout history.</li> </ul> <p><b>Cycle B Sum 1 Our community</b></p> <ul style="list-style-type: none"> <li>- Describe the lives of people in the past including the differences between men and women.</li> </ul> <p><b>All topics</b></p>	<ul style="list-style-type: none"> <li>-Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>-Describe the lives of people in the past including the differences between men, women and children, including their beliefs, class and status.</li> <li>-Compare some of the different time periods they have studied.</li> </ul> <p><b>All topics</b></p>
H3: Investigate and interpret the past (using evidence)	<ul style="list-style-type: none"> <li>-I can find out about how I have changed by looking at photographs and asking family members.</li> <li>- Using artefacts or photographs recognise and describe special times or events for family or friends.</li> <li>-Answer how or why questions about their experiences such as: Why did we dress up last week?</li> </ul> <p><b>Autumn 1 Myself</b></p>	<ul style="list-style-type: none"> <li>-Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul> <p><b>All topics</b></p> <ul style="list-style-type: none"> <li>-Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul> <p><b>Cycle A Spring 2 Castles</b> <b>Summer 2 Seaside</b> <b>Cycle B Spring 2 Florence</b> <b>Sumer 1 Great Fire of London</b></p> <ul style="list-style-type: none"> <li>-Identify some of the different ways the past has been represented.</li> <li>-Use artefacts, pictures and stories to find out about the past.</li> </ul> <p><b>All topics</b></p>	<ul style="list-style-type: none"> <li>-Use evidence to ask questions and find answers to questions about the past.</li> <li>-Suggest suitable sources of evidence for historical enquiries.</li> </ul> <p><b>All topics</b></p> <ul style="list-style-type: none"> <li>-Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul> <p><b>All topics</b></p> <ul style="list-style-type: none"> <li>-Describe different accounts of an historical event, explaining some of the basic reasons why the accounts may differ.</li> </ul> <p><b>Cycle A Summer 1 Romans</b> <b>Cycle B Sumer 1 Our community</b></p> <ul style="list-style-type: none"> <li>-Suggest causes and consequences of some of the main events and changes in within a topic.</li> </ul> <p><b>All topics</b></p>	<ul style="list-style-type: none"> <li>-Use sources of evidence to deduce information about the past.</li> <li>-Select suitable sources of evidence, giving reasons for choices.</li> <li>-Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>-Show an understanding of the reliability of sources (primary and secondary)</li> <li>-Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul> <p><b>All topics</b></p>
H4: Communicate historically	<ul style="list-style-type: none"> <li>-I can use words such as: Young, old, grow, Yesterday, today tomorrow, a long time ago, change, remember</li> <li>When talking about the past.</li> </ul> <p><b>All topics</b></p>	<ul style="list-style-type: none"> <li>-Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years</li> <li>To show an understanding of the passing of time.</li> <li>-Show an understanding of concepts such as: Britain, monarch and parliament</li> </ul> <p><b>All topics</b></p>	<ul style="list-style-type: none"> <li>-Use appropriate historical vocabulary to communicate, including: dates, time period, era, change</li> <li>Use literacy, numeracy and computing skill in order to communicate information about the past.</li> </ul> <p><b>All topics</b></p>	<ul style="list-style-type: none"> <li>-Use appropriate historical vocabulary to communicate, including: dates, time period, era, continuity, change, century, decade legacy</li> <li>-Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>-Use original ways to present information and ideas.</li> </ul> <p><b>All topics</b></p>