



Progression in History

Year 2020-21						
Component 1: Chronological knowledge and understanding						
Reception expected	Year 1 expected	Year 2 expected	Year 3 expected	Year 4 expected	Year 5 expected	Year 6 expected
<p>Talk about past and present events in their own lives and in the lives of family members and place events from their own life on a timeline</p>	<p>Place the Great Fire of London Florence Nightingale and Mary Seacole; Toys then and now; famous queens; seashores then and now; Skipton Castle on a timeline using the following common words and phrases relating to the passing of time:</p> <ul style="list-style-type: none"> -old/new -past -a long time ago/in the olden days -then/now -before/after <p>Place events from the Great Fire of London Florence Nightingale and Mary Seacole; Toys then and now; famous queens; seashores</p>		<p>Place previous and current periods of history on a timeline by interpreting a scale</p> <ul style="list-style-type: none"> - Stone Age to Iron Age Britain - Shang Dynasty - Ancient Greece - Romans - Roman legacy in Britain - Anglo-Saxons, Picts and Scots - Vikings <p>Place events from:</p> <ul style="list-style-type: none"> - Stone Age to Iron Age Britain - Shang Dynasty - Ancient Greece 			<p>Create an accurate timeline and place previous and current periods of history</p> <ul style="list-style-type: none"> - Mayans - A study that extends knowledge beyond 1066-Victorians - WW2 Local history study <p>Create an accurate timeline and place events from:</p> <ul style="list-style-type: none"> - Mayans

	<p>then and now; Skipton Castle on a timeline using the following common words and phrases relating to the passing of time:</p> <ul style="list-style-type: none"> -old/new -past -a long time ago/in the olden days -then/now -before/after 	<ul style="list-style-type: none"> - Romans - Roman legacy in Britain - Anglo-Saxons, Picts and Scots - Vikings <p>On a timeline by interpreting a scale</p>	<ul style="list-style-type: none"> - A study that extends knowledge beyond 1066-Victorians - WW2 Local history study
Component 2: Use of historical terms			
Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words	Use a wide variety of everyday historical terms. (all topics)	Develop the appropriate use of historical terms. (all topics)	Use historical terms and concepts in increasingly sophisticated ways. (all topics)
Component 3: understanding methods of historical enquiry- using evidence, communicating ideas and understanding interpretations of history			
<p>Respond to simple closed questions to demonstrate an understanding of an older family member's past</p> <p>Ask older family members about their past</p>	<p>Ask questions (all topics)</p> <p>Answer questions using given historical sources (all topics, but especially; seashores, toys, famous queens)</p> <p>Understand/identify some ways (internet, photos, books) we find out about the past (all topics)</p>	<p>Construct fact based responses that involve independent research using appropriate vocabulary (all topics)</p> <p>Use a variety of given sources (internet, artefacts, photos, books, maps) to answer questions and gather information. (all topics)</p> <p>Ask historically valid questions (all topics)</p> <p>Understand how knowledge of the past is constructed from a range of sources (all topics)</p>	<p>Construct balanced responses from independent research, selecting and organising relevant historical information and demonstrating the impact that bias might have. (all topics)</p> <p>Use a variety of given sources (internet, photos, books, maps, artefacts) to answer questions and gather information and begin to</p>

			analyse possible bias in different interpretations of events. (all topics)
Component 4: continuity and change in and between periods			
Identify changes over time (growth and decay of plants/life cycles of chicks)	Identify similarities/differences between ways of life at different times (seasides, toys, famous queens, Florence Nightingale and Mary Seacole, Skipton Castle)	Describe/make links/compare and contrast between main events, situations and changes within periods/societies (Romans; Stone Age; Shang Dynasty) Describe/make links/compare and contrast between main events, situations and changes across different periods/societies (Romans and Anglo-Saxons; Anglo-Saxons and Vikings; changes from Stone Age to Iron/Bronze Age)	Describe/make links between main events, situations and changes within periods/societies (Mayans; Victorians) Describe/make links between main events, situations and changes across different periods/societies (WW2 in Kildwick and Victorians)
Component 5: cause and consequence			
Talk about why an event in their life happened.	Identify why people did things in periods of history (all topics) Identify why events happened in periods of history (Great Fire of London; Skipton Castle) Interpret consequences of events/people's actions (Great fire of London; famous queens; Skipton Castle; Florence Nightingale and Mary Seacole)	Interpret the consequences of significant events, situations and changes (Stone Age changes; Romans; Anglo-Saxons; Vikings; Shang Dynasty; Ancient Greeks) Identify why events, situations or changes happened in periods of history (all topics)	Interpret the consequences of significant events, situations and changes (all topics) Identify why events, situations and changes happened in periods of history (all topics)
Component 6: similarity and difference			
Identify similarities and differences	Identify similarities and differences between people/events/beliefs within a society (Florence	Compare and contrast people/events from different periods/societies (Romans and Anglo-Saxons; Anglo-Saxons and Vikings; Stone Age and Iron Age)	Compare and contrast people/events from different

between themselves and others (traditions and festivals)	Nightingale and Mary Seacole; famous queens; seashores; toys	Compare and contrast people/events from the same periods/societies (Shang Dynasty; Ancient Greeks; Romans)	periods/societies (Mayans and Shang Dynasty or Romans) Compare and contrast people/events from the same periods/societies (WW2 in Kildwick; Victorians)
Component 7: significance of people/events			
Recognise and describe special times or events for family or friends	Identify an important person or event from a period of history (Florence Nightingale and Mary Seacole; famous queens; Skipton Castle; Great Fire of London) Explain how important people/events have had an impact on modern Britain (Florence Nightingale and Mary Seacole; famous queens; Skipton Castle; Great Fire of London)	Identify historically significant people and/or events in periods of history (all topics) Explain how important people/events have had an impact on modern Britain (Romans; Anglo-Saxons)	Identify historically significant people and/or events from a period of history (WW2; Victorians) Explain how important people/events have had an impact on modern Britain (WW2 in Kildwick; Victorians)