

History progression



	Unit 1	Unit 2	Unit 3
Year 1	<ul style="list-style-type: none"> Understand that the time before I was born is the past. (Chronology) Understand that a decade is made up of ten years. (Chronology) Use a simple timeline. (Chronology) Use simple sources. (Similarities & differences, continuity & change) Use knowledge to describe what I think are the biggest changes. (Connections and Cause & Consequence) Use what I have learnt to make predictions about the future. (Connections) 	<ul style="list-style-type: none"> Know that not every country has a king or queen. (Systems of Governance, Leadership) Understand the concept of succession. (Systems of Governance, Leadership) Use simple sources. (Chronology) Use a simple timeline 1900 – 2020. (Chronology) Understand that a decade is made up of 10 years. (Chronology) 	<ul style="list-style-type: none"> Understand how to put people, events and objects in order of when they happened; using a scale the teacher has given me. (Chronology) Use the terms century and decade. (Chronology) Understand and use the words past and present when telling others about an event. (Chronology) Describe some different ways that we can learn about the past. (Cause & Consequence, Continuity & Change, Connection) Begin to understand that there are reasons for why people acted as they did in the past. (Cause & Consequence) Use simple sources (Connections, Similarities & Differences) Give examples of how the past is different to today. (Similarities & Differences)
Year 2	<ul style="list-style-type: none"> Use prior learning to answer questions. (Connections) Understand what the House of Parliament is used for. (Systems of Governance) Explain what democracy is. (Systems of Governance) Understand that people have different faiths/religions and name them. (Conflict, Similarities & Differences) Know that time passes in decades and centuries. (Chronology) Place periods of British history on a timeline. (Chronology) Sequence events. (Chronology) 	<ul style="list-style-type: none"> Use prior learning to answer questions. (Connections) Divide recent history into present (using 21st Century) and the past, (using 20th/19th century). (Chronology) Name the date of a significant date from the past (Gunpowder plot & Great Fire of London) and place it on a timeline. (Chronology) Understand primary and secondary sources. (Similarities & Differences, Connections) Sequence events. (Chronology) Use a source to answer questions. (Connections, Similarities & Differences) 	<ul style="list-style-type: none"> Divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries. (Chronology) Understand that a time line can be divided into BC (Before Christ and AD Anno Domini). (Chronology) Look at evidence to give and explain reasons why people in the past may have acted in the way they did. (Cause & Consequence) Use a range of sources to find out about people and events in other times. (Similarities & Differences) Know that the past is represented in a range of different ways, e.g. through pictures, diaries,

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	<ul style="list-style-type: none"> Describe consequences of an event. (Cause & Consequence) Identify different forms of punishment from the past. (Systems of Government, Cause & Consequence, Invasion) 	<ul style="list-style-type: none"> Look at books and pictures to find out about the past. (Similarities & Differences, Connections) Describe the direct consequences of an event. (Cause and consequence) Compare events from the past and present. (Continuity & Change, Similarities & Differences) Understand the impact of an event from the past (Cause & Consequence) 	<p>letters, maps and books (Similarities and differences)</p> <ul style="list-style-type: none"> Use knowledge of the past to compare to the present day. (Chronology, Similarities & Differences, Continuity & Change)
Year 3	<ul style="list-style-type: none"> Place Stone Age to Iron age on a timeline. (Chronology) Know that time passes in decades, centuries, ages and millennia (pre-history). (Chronology) Understand when BC and AD were and label on a timeline. (Chronology) Know the difference between a primary and secondary source. (Similarities & Differences) Identify similarities and differences between life in the Stone Age, Bronze Age and Iron Age. (Similarities & Differences) Make comparisons between different periods of pre-history. (Civilisation, Similarities & Differences) Understand what we have learned from the past. (Similarities & Differences, Conflict & Change, Cause & Consequence) Identify how life has changed because of advancements made during the pre-historic period. (Similarities & Differences, Conflict & Change, Cause & Consequence) 	<ul style="list-style-type: none"> Understand when BC and AD were and label on a timeline. (Chronology) Name the date of any significant event from the past that I have studied and place it in the right place on a time line. (Chronology) Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. (Similarities & Differences, Continuity & Change) Use a source to help me answer questions about the past. (Similarities & Differences, Connections) Use evidence to show how the lives of rich and poor people from the past differed. (Similarities & Differences, Continuity & Change, Civilisation) Identify key features in the Ancient Egyptian culture and way of life. (Civilisation) Understand what we have learned from the past. (Continuity & Change) Identify how life has changed because of advancements made during the Ancient Egyptian period. (Similarities & Differences, Cause & Consequence, Continuity & Change) 	<ul style="list-style-type: none"> Use a time line to place events I have found out about. (Chronology) Name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line. (Chronology) Suggest sources of evidence to help me answer questions (Queen Victoria). (Similarities & Differences, Connections) Use evidence to show how the lives of rich and poor people from the past differed. (Similarities & Differences, Continuity & Change, Civilisation) Identify different ways in which the past is represented e.g. art, museum displays and writing. (Continuity & Change) Understand the difference between fact and opinion when looking at historical accounts. (Similarities & Differences, Connections) Give some reasons for, and results of, the main events and changes in a period of time I have studied. (Cause & Consequence) Describe the main changes in a period in history. (Using words such as 'Social', 'religious', 'political', 'technological' and 'cultural'). (Connections, Continuity & Change, Cause & Consequence, Similarities & Differences)

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			<ul style="list-style-type: none"> Describe how some of the things I have studied from the past affect life today. (Connections, Continuity & Change, Cause & Consequence, Similarities & Differences)
Year 4	<ul style="list-style-type: none"> Use a timeline. (Chronology) Know that time passes in decades, centuries, ages and millennia. (Chronology) Understand how democracy in Athens worked. (Governance) Use primary & secondary sources. (Similarities & Differences) Understand the differences between Athenians and Spartans (Similarities & Differences) Know what the Persian Wars were, and what caused them. (Cause and Consequence) Understand what we have learned from the past. (Continuity & Change, Similarities & Differences, Cause & Consequence) Identify how life has changed because of advancements made during the Ancient Greek period. (Civilisation, Continuity & Change) 	<ul style="list-style-type: none"> Understand when BC and AD were and label on a timeline. (Chronology) Name the date of any significant event from the past that I have studied and place it in the right place on a timeline. (Chronology, Connections) Use a source to help me answer questions about the past. (Similarities & Differences) Use evidence to show how the lives of rich and poor people from the past differed. (Similarities & Differences, Civilisation) Give reasons for the success of the Roman army. (Cause & Consequence) Ask a variety of historical questions. (Connections) Understand what we have learned from the past (Cause & Consequence) Identify how life has changed in Britain because of advancements made during the Roman Empire. (Cause & Consequence) 	<ul style="list-style-type: none"> Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. (Chronology) Use a time line to place events I have found out about. (Chronology) Give some reasons for, and results of, the main events and changes in a period of time. (Connections, Cause & Consequence) Describe how some of the things I have studied from the past affect life today. (Connections, Cause & Consequence) Use primary & secondary sources. (Similarities & Differences)
Year 5	<ul style="list-style-type: none"> Understand why different groups invaded Britain. (Invasion) Make comparisons to modern day monarchy. (Systems of Governance) Use primary and secondary sources to recount features of life during Anglo Saxon times. (Similarities & Difference) Draw comparisons between 2 time periods in British history. (Similarities & Difference) Understand what we have learned from the past. (Cause & Consequence, Connections) 	<ul style="list-style-type: none"> Use a time line to place events I have found out about both in this country and abroad. (Chronology) Ask historical enquiry questions. (Connections) Use a range of primary and secondary sources to gain a wider picture of an event. (Similarities & Differences) Understand the chronology, causes and some of the impact of the Vikings raids and invasion attempts. (Chronology, Cause & Consequence, Invasion) 	<ul style="list-style-type: none"> Describe the main changes in a period in history. (Using words such as 'Social', 'religious', 'political', 'technological' and 'cultural'). (Similarities & Difference, Continuity & Change, Systems of Governance) Give some causes and consequences of the main events, situations and changes in a period of history. (Cause & Consequence) Give reasons why there may be different accounts of history. (Cause & Consequence, Connections) Ask probing historical questions. (Connections)

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	<ul style="list-style-type: none"> Identify how life has changed because of advancements made during the Anglo-Saxon period past. (Cause & Consequence) 	<ul style="list-style-type: none"> Describe and begin to analyse different types of events/changes. (Similarities & Difference, Leadership) Know that some sources are more reliable than others. (Similarities & Difference) Ask and answer historical enquiry questions. (Connections) 	<ul style="list-style-type: none"> Use a range of primary and secondary sources to gain a wider picture of an event or time. (Similarities & Difference) Use the key vocabulary of the time to convey my understanding of the past. (Connections) Look at different versions of the same event in history and have identified differences in the accounts. (Similarities & Difference) Use sources of information/evidence to help me reach and support a conclusion. (Similarities & Difference, Connections) Describe and begin to analyse the different types of events and changes. (Cause & Consequence, Similarities & Difference) Describe how some of the things I have studied from the past affect life today. (Cause & Consequence, Connections)
Year 6	<ul style="list-style-type: none"> Place Mayan Civilization on a timeline and link it to significant historical events in England. (Chronology) Plot key dates from the Mayan Civilization on a timeline. (Chronology) Understand life in the Mayan Civilization. (Similarities & Differences, Civilisation) Use secondary sources and primary sources to learn about the culture. (Similarities & Differences, Continuity & Change) Recount key features of Mayan culture using primary and secondary sources (e.g. the number system). (Similarities & Difference, Cause & Consequence) Understand why Mayan civilization used sacrifice. (Cause & Consequence) 	<ul style="list-style-type: none"> Name the date of a significant event and place it on a timeline (civil rights movement) in relation to what I have studied before. (Chronology, Connections) Describe and begin to analyse the different types of events and changes. (Continuity & Change) Choose reliable sources of factual evidence which describe key people. (Connections, Similarities & Differences) Evaluate evidence which helps to choose most reliable forms. (Similarities & Differences) Know that people both in the past and now have a point of view and this can affect the way we see the past. (Connections) Be aware that different evidence can lead to different conclusions. (Cause & Consequence, Leadership, Systems of Governance) 	<ul style="list-style-type: none"> Name the date of a significant event and place it on a timeline (civil rights movement) in relation to what I have studied before. (Chronology) Know some key events from the Civil Rights Movement and place them in chronological order. (Chronology) Describe and begin to analyse the different types of events and changes. (Continuity & Change) Choose reliable sources of factual evidence which describe key people. (Connections) Evaluate evidence which helps to choose most reliable forms. (Connections, Continuity & Change) Know that people both in the past and now have a point of view and this can affect the way we see the past. (Connections, Continuity & Change)



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<ul style="list-style-type: none">• Understand how and why the Mayans used the land in the way they did. (Cause & Consequence, Settlement)• Identify when and why the Ancient Mayan civilization ended. (Systems of Governance)• Understand what we have learned from the past. (Cause & Consequence)• Identify how life has changed because of advancements made during the Mayan Civilization. (Systems of governance, similarities & Difference, Cause & Consequence, Connections)	<ul style="list-style-type: none">• Critically evaluate propaganda. (Conflict)• Look at different accounts of the same event in history and identify the difference. (Similarities & Difference)• Know and understand that some sources from the past is propaganda, opinion or misinformation. (Conflict)• Identify changes across the period Aftermath (Cause & Consequence).	<ul style="list-style-type: none">• Use a range of primary and secondary sources to gain a wider picture of the Civil Rights Movement. (Similarities & Differences)• Be aware that different evidence can lead to different conclusions. (Cause & Consequence)• Look at different accounts of the same event in history and identify the difference. (Cause & Consequence)• Know and understand that some sources from the past is propaganda, opinion or misinformation. (Cause & Consequence)
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