Withnell Fold Primary School



History Progression
End of Year Expectations

Year 6	▶ Use dates and a wide range of historical terms when sequencing events and periods of time. ▶ Develop chronologically secure knowledge of the events and periods of time studied. ▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.	▶ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. ▶ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.	▶ Regularly address and sometimes devise historically valid questions and hypotheses. ▶ Give some reasons for contrasting arguments and interpretations of the past. ▶ Describe the impact of historical events and changes. ▶ Recognise that some events, people and changes are judged as more significant than others.	▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. ▶ Use appropriate vocabulary when discussing, describing and explaining historical events. ▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. ▶ Choose the most appropriate way of communicating different historical findings.
Year 5	▶ Use dates and appropriate historical terms to sequence events and periods of time. ▶ Identify where people, places and periods of time fit into a chronological framework. ▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales.	▶ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. ▶ Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. ▶ Describe key aspects of a non-European society such as the early Islamic civilisation.	▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. ▶ Recognise how our knowledge of the past is constructed from a range of sources. ▶ Evaluate sources and make simple inferences. ▶ Choose relevant sources of evidence to support particular lines of enquiry.	▶ Discuss and debate historical issues. ▶ Use appropriate vocabulary when discussing and describing historical events. ▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. ▶ Choose relevant ways to communicate historical findings.

Year 4	▶ Use dates and historical terms when ordering events and objects. ▶ Identify where people and events fit into a chronological framework. ▶ Explore links and contrasts within and across different periods of time.	▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. ▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. ▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.	▶ Use sources to address historically valid questions and hypotheses. ▶ Recognise how sources of evidence are used to make historical claims. ▶ Recognise why some events happened and what happened as a result. ▶ Identify historically significant people and events in different situations.	▶ Discuss significant aspects of, and connections between, different historical events. ▶ Select and organise relevant historical information to present in a range of ways. ▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.

History
End of Year Expectations

Year 3	▶ Use some dates and historical terms when ordering events and objects. ▶ Demonstrate awareness that the past can be divided into different periods of time. ▶ Explore trends and changes over time.	▶ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. ▶ Describe some aspects of the Roman Empire and recognise its impact on Britain. ▶ Demonstrate knowledge of aspects of history significant in their locality.	▶ Use sources to address historically valid questions. ▶ Recognise that our knowledge of the past is constructed from different sources of evidence. ▶ Recognise that different versions of past events may exist. ▶ Describe some of the ways the past can be represented.	▶ Discuss some historical events, issues, connections and changes. ▶ Select and organise historical information to present in a range of ways. ▶ Use relevant historical terms and vocabulary linked to chronology.
Year 2	▶ Order and sequence events and objects. ▶ Recognise that their own lives are similar and / or different from the lives of people in the past. ▶ Use common words and phrases concerned with the passing of time.	▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ▶ Develop awareness of significant historical events, people and places in their own locality.	▶ Ask and answer simple questions about the past through observing and handling a range of sources. ▶ Consider why things may change over time. ▶ Recognise some basic reasons why people in the past acted as they did. ▶ Choose parts of stories and other sources to show what they know about significant people and events.	▶ Talk about what / who was significant in simple historical accounts. ▶ Demonstrate simple historical concepts and events through role-play, drawing and writing. ▶ Use a variety of simple historical terms and concepts

Year 1	▶ Recognise the distinction between past and present. ▶ Order and sequence some familiar events and objects. ▶ Identify some similarities and differences between ways of life at different times. ▶ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.	▶ Retell some events from beyond their living memory which are significant nationally or globally. ▶ Describe some changes within their living memory (including aspects of national life where appropriate).	▶ Make simple observations about different people, events, beliefs and communities. ▶ Use sources to answer simple questions about the past. ▶ Identify some of the basic ways in which the past can be represented. ▶ Choose parts of stories and other sources to show what they know about the past.	▶ Describe special or significant events. ▶ Retell simple stories or events from the past. ▶ Use simple historical terms.
	Chronology	**Events, People and Changes**	**Interpretation, Enquiry and Using Sources**	**Communication**

EYFS Links	*Talk about the lives of the people around them and their roles in society.* *- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;* *- Understand the past through settings, characters and events encountered in books read in class and storytelling.*