



THORPE HESLEY PRIMARY SCHOOL

Progression Document for History

Progression Document for EYFS

	0-3 Years - N1 (Jan Nursery Starters)	3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters)	Reception
Disciplinary Knowledge	Key Vocabulary: Family, parent, sister/brother, same/different, today, yesterday, tomorrow.	Key Vocabulary: Now, then, today, yesterday, tomorrow, long ago, before, family, same/different, parent, day.	Key Vocabulary: Now, then, today, yesterday, tomorrow, long ago, before, family, same/different, parent, past, similar/different, day, month, year, old.
Discussion Observations Investigations First-hand materials Photographic evidence	Substantive Knowledge: Make connections between the features of their family and other families. Notice differences between people.	Substantive Knowledge: Begin to make sense of their own life-story and family's history.	Substantive Knowledge: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

Progression Document for KS1/KS2

	Year 1	Year 2	Year 3
Disciplinary Knowledge	Key Vocabulary: Year, timeline, different/same, decade, modern, long ago, similar, artefact, date order, because, then, before.	Key Vocabulary: Chronological order, sequence, earlier, later, recent history, decade, century, significant, explore, investigate, era/period.	Key Vocabulary: Chronological order, impact, change, era/period, empire, colony, civilisation, sources, first-hand evidence, second-hand evidence, AD/BC.
Discussion Observations Investigations First-hand materials Photographic evidence Second-hand materials Eye-witness accounts Diary entries	Substantive Knowledge: To use words & phrases like: old, new, a long time ago, yesterday, a week ago, last month, next, further in the past, day, week, month (do not place too much focus on the use of years). To place events and objects in order. To recognise their own lives are different from lives of people in the past. To make simple observations about different types of people, events, beliefs within a society. To begin identifying similarities / differences between ways of life at different times. To study changes within living memory. To start recognising why people did things, why events happened and what happened as a result. To talk about who was important e.g. simple historical account. To begin to identify different ways in which the past is represented. To observe or handle sources of information to answer questions about the past on the basis of simple observations. To understand some ways we find out about the past. To choose and use parts of stories and other sources (artefacts) to find out about the past. To convey an awareness and understanding of the past in a variety of ways.	Substantive Knowledge: To use words & phrases like: before, after, past, present, then, now, yesterday, a week ago, last month, next, further in the past, day, week, month (do not place too much focus on the use of years). To sequence events & historical figures on a timeline and understand where they fit into chronological frameworks. To recount changes that have occurred during their own lives. To make observations about different types of people, events, beliefs within a society. To identify similarities / differences between ways of life at different times. To study changes within and beyond living memory. To recognise why people did things, why events happened and what happened as a result. To describe significant people from the past. To identify different ways in which the past is represented. To observe or handle sources of information to ask and answer questions about the past on the basis of simple observations. To identify some of the different ways the past has been represented. To choose and use parts of stories and other sources (artefacts, pictures, online sources, databases) to find out about the past. To convey an awareness and understanding of the past in a variety of ways.	Substantive Knowledge: To describe events from the past using dates when things happened: century, millennia, millennium. To use a timeline within a specific period of history to set out the order that things may have happened (think about duration & intervals). To realise that the past can be divided into different periods. To describe social, religious and ethnic diversity in Britain and the wider world. To describe main events, situations and changes within and across different societies / periods. To study changes in Britain and the wider world. To begin to suggest causes and consequences of some of the main events and changes in history. To begin to identify historically significant people and events in situations. To understand how our knowledge of the past is constructed from a range of sources. To use more than one source of evidence to find answers to specific historical questions. To know the difference between primary sources and interpretations of history (secondary sources). To construct informed responses by selecting and organising historical information.



Progression Document for History

Progression Document for KS1/KS2

	Year 4	Year 5	Year 6
Disciplinary Knowledge Discussion Observations Investigations First-hand materials Photographic evidence Second-hand materials Eye-witness accounts Diary entries Explanations Interpretations Comparisons Historical reasoning	<p>Key Vocabulary: Time difference, change, era/period, continuity, millennium, empire, invasions, first-hand evidence, second-hand evidence, migration, culture, democracy, civilisation, settlement.</p> <p>Substantive Knowledge: To describe events from the past using dates when things happened: century, millennia, millennium, BC/AD, BCE/CE. To use a timeline within a specific period of history to set out the events, artefacts and historical figures (think about duration & intervals). To realise that the past can be divided into different periods that have similarities and differences. To describe social, religious and ethnic diversity of past society. To recognise some of the similarities and differences between different periods of history. To describe / make links between main events, situations and changes within and across different societies / periods. To note connections over time. To suggest causes and consequences of some of the main events and changes in history. To identify historically significant people and events in situations. To understand there may be several versions of an event. To explain how several versions of an event differ. To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. To suggest suitable sources of evidence for an enquiry, make deductions and justify with evidence. To present recalled or selected information in a variety of ways using specialist terms.</p>	<p>Key Vocabulary: Agriculture, first civilisations, nation, chronological order, impact, civilisation, AD/BC/BCE, anachronism, legacy, reliable, source, legislation.</p> <p>Substantive Knowledge: To describe events from the past using dates when things happened: concurrence, meanwhile. To draw a timeline with different historical periods showing key historical events or lives of significant people (think about local, national & global as well as duration, scale & interval) To describe social, religious and ethnic diversity of past society. To identify and explain the differences and similarities between different periods of history. To compare two historical periods explaining things which changed and things which stayed the same. To address historically valid questions about change, similarity and difference. To note connections and contrasts over time. To select relevant information from different sources to suggest causes & consequences of some of the main events and changes in history. To address historically valid questions about significance. To understand that aspects of the past have been represented and interpreted in different ways. To describe different accounts of a historical event and explain why the accounts may differ. To identify and explain propaganda. To begin to select and combine relevant information from different sources to deduce information about the past. To construct informed responses by selecting and organising historical information. To use sources of information to form testable hypotheses about the past. To produce structured work, making appropriate use of dates and terms.</p>	<p>Key Vocabulary: Chronological, era/period, democracy, diversity, millennium, biased, impact, legacy, continuity, short and long-term timescales, trend.</p> <p>Substantive Knowledge: To use dates & terms accurately when describing events: concurrence, meanwhile. To place features of historical events & people from past societies & periods in a chronological framework (think about local, national & global as well as duration, scale & interval). To describe social, religious and ethnic diversity of past society. To identify and explain the differences and similarities and changes between different periods of history and explain possible reasons for this. To compare two or more historical periods explaining things which changed and things which stayed the same. To address and devise historically valid questions about change, similarity and difference. To note connections, contrasts and trends over time. To select and combine relevant information from different sources to suggest causes & consequences of some of the main events and changes in history. To address and devise historically valid questions about significance. To understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this. To select and describe different accounts of a historical event and explain why the accounts may differ. To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. To independently select and use suitable sources of evidence to deduce information about the past. To use sources of evidence to form deductions and hypotheses about the past. To refine lines of enquiry as appropriate. To use original ways to present information and ideas.</p>