



# Holy Family Catholic Primary School – History Progression Document



The document below has been designed to show how we will cover all of the relevant historical knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers.

## History Progression in EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for History within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for History.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

History Progression		
Three and Four-Year-Olds	Understanding the World	Begin to make sense of their own life-story and family's history
Reception	Understanding the World	<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>
ELG	Understanding the World Past and Present	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>



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## History Progression in Key Stage 1 and Key Stage 2

At Holy Family, we follow a 2 year Cycle with History taught half termly in Key Stage 1 and Key Stage 2 ensuring 3 topics of History are taught annually

History Progression						
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Area of Study Cycle A</b>	<b>Guy Fawkes and the Gunpowder Plot:</b> <i>Events beyond living memory.</i> <b>Famous Queens:</b> <i>Lives of significant individuals in the past.</i> <b>Famous People from Liverpool.</b> <i>Local History</i>		<b>Egyptians :</b> <i>Study of earliest civilisations</i> <b>Vikings and Anglo Saxons</b> <i>The Viking and Anglo Saxon struggle for England</i> <b>Mayans :</b> <i>A non - European society that provides contrast with British History</i>		<b>Changing Power of Monarchs</b> <i>Chronological unit after 1066</i> <b>History of Liverpool</b> <i>Local History</i> <b>Benin:</b> <i>A non - European society that provides contrast with British History</i>	
<b>Cycle B</b>	<b>Toys and Games we Used to Play</b> <i>Changes within living memory</i> <b>Great Fire of London</b> <i>Events beyond living memory.</i> <b>Intrepid Explorers -Christopher Columbus and Neil Armstrong</b> <i>Lives of significant individuals in the past</i>		<b>Changes in Britain from Stone Age to Iron Age</b> <i>Changes in Britain From Stone Age to Iron Age.</i> <b>Roman Empire and its Impact on Britain:</b> <i>Roman Empire and its Impact on Britain</i> <b>Tudors :</b> <i>Chronological unit after 1066</i>		<b>World War II:</b> <i>Chronological Unit after 1066</i> <b>Ancient Greece</b> <i>A Study of Greek Life and achievements and their influence on the Western World.</i> <b>Crime and Punishment</b> <i>Chronological unit after 1066</i> <i>Changes in aspects of social history</i>	



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Chronological Understanding	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>KS1 History National Curriculum</b>		<b>KS2 History National Curriculum</b>			
	Pupils should develop an awareness of the past using common words relating to the passing of time. They should know where the people and events they study fit in a chronological framework.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.			
	Sequence some events or 2 related objects in order of time – up to 100 years (intervals of 10)	Recount changes in own life over time and compare that to relatives from different eras.	Use timelines to place events in order (intervals of 10/100)	Use timelines with intervals of 10/100/1000 years and order names, places dates of significant events from past on them.	Use timelines to place and sequence local, national and international events	Create own timelines to place events, periods and cultural movements from around the world including periods studied in earlier year.
	Use words and phrases: old, new, young, days, and months.	Put 3 or more people, events or objects in chronological order.	Understand timelines can be divided into BC and AD.	Begin to appreciate length of time, (duration) for different periods	Begin to design own timeline to sequence events and historical periods learned.	Order significant events, movements and dates on a timeline. ( show duration)
Remember parts of stories and memories about the past and begin to develop an awareness of the past.	Start to use a timeline using a given scale- beyond 100 years and know where people and events fit into a chronological framework.	When studying Stone Age (children start to gain an understanding of sense of time)	Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.	Start to describe the main changes to an aspect in a period of history. Identify and start to describe how some events/periods occurred concurrently in different locations.	Describe main changes in a period in history. Show an understanding and be able to link some historical events that occurred concurrently in different locations	



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Historical Enquiry	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>KS1 History National Curriculum</b>		<b>KS2 History National Curriculum</b>			
	Children should ask and answer questions, using other sources to show that they know and understand key features of events.		Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.			
	Find answers to simple questions about the past from sources of information (e.g. pictures, stories, artefacts)	Start to use different sources to answer questions	Use a range of sources to find out about the past.	Use a range of sources to find out about the past.	Use the library and Internet for research	Identify and evaluate different sources. Be able to recognise when they are using primary and secondary sources.
	Explore events and information about people and objects by looking at pictures, holding objects and listening to stories.	Identify different ways the past is represented. Eg, paintings, diaries, photos	Select and record information relevant to the people or events being studied.	Use more evidence from a variety of sources to build up a picture of a past event.	Begin to identify the difference between primary and secondary sources.	To know the past is represented in different ways and know that there are different interpretations of the past and why contrasting arguments and interpretations of the past have been constructed.
	Start to ask simple questions for example What was it like for ...? What happened when .....? How long ago...?	Observe and handle resources To ask and answer questions. E.G How long ago did happen...?	Ask questions such as How did people ...? What did people do for .....?	Ask questions Such as What was it like for ... a ..... during?	Ask more complex questions about key concepts of the topics being taught.	Investigate own lines of enquiry – asking questions to further knowledge and understanding.



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Historical Interpretation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>KS1 History National Curriculum</b>  Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		<b>KS2 History National Curriculum</b>  Children should understand how our knowledge of the past is constructed from a range of sources.			
	Use stories pictures, accounts and illustrations to distinguish between fact and opinion.	Compare 2 versions of a past Event using pictures, illustrations and photographs	Suggest different reasons , purposes and or uses for different artefacts	Give reasons why different artefacts Might have a different purpose.	Give clear reasons why different artefacts might have a different purpose by making links with materials and other artefacts	Suggest accurate and plausible reasons for how/why aspects of the past are represented and therefore interpreted in different ways.
	Compare adults talking about the past – how reliable are their memories?	Discuss reliability Of different photographs and accounts/stories  Explain that there are different types of evidence and sources and say how it can be used to find out about the past.	Identify and give reasons for the different ways in which the past is represented.	Compare accounts of events from different sources – discuss reliability and why?	Start to evaluate evidence and choose what the most reliable source is.	Show an understanding that Some evidence could be propaganda, opinion or false news /misinformation



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Historical Knowledge & Understanding	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>	<p><b>KS2 History National Curriculum</b></p> <p>Children should note connections, contrasts and trends over time.</p>				
Recognise some similarities and differences between the past and the present;	identify similarities and differences between ways of life in different periods;	Find out about everyday lives of people in time studied compared with our lives today.	Describe the social, ethnic, cultural or religious diversity of past society	Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural)	Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	
They know and recount episodes from stories about the past.	Recognise why people did things, why events happened and what happened as a result	Identify and explain reasons for people's actions; understand why people may have acted in a certain way	Identify key features, aspects and events of the time studied.	Compare an aspect of life with the same aspect in another period	identify and note connections, contrasts and trends over time in the everyday lives of people	
		Describe characteristic features of the past, including ideas, beliefs, attitudes & the experiences of men, women & children	Offer a reasonable explanation for some events: suggest causes & consequences of main events /changes during a period in history	Examine causes and results of great events and the impact on people	Examine causes and effects of great events and the impact these had on people using evidence to support and illustrate their explanation.	



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Organisation and communication	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should develop the appropriate use of historical terms.</p>				
Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)	Describe objects, people and events. Use timelines to order events or objects or place significant people	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	communicate about past using speaking, writing, maths (data handling), ICT, drama and drawing skills ensuring they use subject specific words such as monarch, settlement, invade	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Makes accurate use of specific dates and terms.	
Sort objects and events into specified groups.	Writes simple stories and recounts about the past using historical vocabulary,	Uses dates and terms with increasing accuracy.	Use dates and terms correctly	Uses dates and terms accurately	Makes use of different ways of presenting information. Presents information in the most appropriate way	
Start to Show an understanding of historical terms,	Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT		Discusses most appropriate way to present information, realising that it is for an audience.	Chooses most appropriate way to present information to an audience	Makes accurate use of specific dates and term showing a good understanding of historical vocabulary.	



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Vocabulary	Cycle A: Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	<b>Guy Fawkes and the Gunpowder Plot</b>	Plot, laws, monarch, king treason traitor Execution Parliament Conspirators Church religion	<b>Egyptians</b>	Archaeology, Archaeologist Pharaoh, ancient Civilisation God/goddess Trade Trade route Irrigation Hieroglyphics Egyptologist	<b>Changing Power of Monarchs</b>	Democracy Justice Monarchy Constitution Absolute monarch Rights succeeded
	<b>Famous Queens</b>	Monarch, queen, timeline, Coronation, century, reign Rule, jubilee, significant Commonwealth Tudor Period Stuarts Victorian Modern day Similar and different	<b>Vikings and Anglo Saxons</b>	Invasion Settlement Monastery Invader , battle Kingdoms Migration Trade Primary source Secondary source, monk Manuscript Danelaw Angles, Saxons Vikings	<b>History of Liverpool</b>	Royal Charter City Port Dock Cathedral Origins Significance Research Culture Magna Carta Rights, origins
	<b>Famous People From Liverpool</b>	Century, philanthropist Work house Parliament Change Significant	<b>Mayans</b>	Artefact, city states BCE /BC, CE/ AD Dynasty, stelae, civilisation Interpretation Settlement Hieroglyphics	<b>Benin</b>	Trade Dynasty Kingdom Archaeology Civilisation Beliefs Culture ceremony



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Vocabulary	Cycle B Key stage 1		Lower Key Stage 2		Upper Key Stage 2	
	<b>Toys and Games We used to Play</b>	Decade, past Historical, modern, Past, timeline, chronological	<b>Changes in Britain from Stone Age to Iron Age</b>	Chronology Tribal, shelter Hunter, gatherer Prey, Pre history Neolithic Palaeolithic	<b>World War II</b>	Outbreak, hostilities Evacuation , impact Concentration camps Prime Minister Surrender , Armistice Invade, Liberation Resistance , Holocaust
	<b>Great Fire of London</b>	Lord Mayor Architect Sequence, Event Monarch, king Plague, witness Evidence, Source artefact	<b>Roman Empire and its Impact on Britain</b>	Romanisation Resistance Invade Battle/war Conquer settle Laws, Empire Emperor, Tribal chief	<b>Ancient Greece</b>	Democracy , Citizen Acropolis, Agora , tyrant Oligarchy , Influence City State culture, influence significance achievements
	<b>Neil Armstrong &amp; Christopher Columbus</b>	Explorer, navigate, voyage, Similar and different	<b>Tudors</b>	Monarch, king, Queen reign, Treason, Armada, Civil war, Yorkists, monastery, dissolution Lancastrians, exploration	<b>Crime and Punishment</b>	Law, Lawyer Judge, Jury, Court Criminal, Crimes Punishment, Stocks Pillory, gallows
	<b>Language relating to time</b>	A long time ago, Centuries, decade, now, last year, weeks, years, timeline, yesterday, old, new, earliest, latest, past, present, modern, ancient, before				
	<b>Disciplinary Vocabulary</b>	Continuity, change, significance, cause evidence, consequence, chronology, investigate interpret, era, connections, contrast, similarities and differences, interrogate, connections, enquire, question, compare, analyse, trends, source – primary and secondary, influence, reliability, BC/BCE – Before Christ / Before common era. AD/CE Anno Domini/Common Era				