



## History Progression

	Cubs	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Progression of chronology and timelines</b>	Use language linked to past and Present.	Share memories of things the children or their families have done.  Share news of what they have done over the weekend.  Yesterday/ weekend, today and tomorrow.  Looking forward and the future.	Use past, present and future tense when sharing ideas.  Put events into simple chronological order.	Discuss date within living memory.  When they were born, were in nursery, were in reception, when Queen Elizabeth II died. (Information that they would be able to get from a relative or significant person in their lives.)  Within living memory or before.  Sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life.	Ordering events in chronological order, introduce a topic specific date to a timeline with a significant date from their lives.  Know where their significant date fits onto a timeline.  Describe memories of key events and order chronologically on a mini timeline.	Introduce AD and BC for the Stone Age and Mayan periods and recognise their positioning on a timeline.  Use a timeline within a specific time in history to set out the order things may have happened.  Sequence events or artefacts.  Use dates related to the passing of time.	Know significant key dates of the Romans, Greeks, Egyptians and place these on a timeline. Making connections between the Romans and Greeks in the first instance.  Continue to understand BC within a timeline recognising where ancient empires (Mayans / Egyptians) and where the Greeks and Romans fit in, in relation to BC and each other (Year 3).  Place events from a period studied on a time line.	Know key dates and events from The Tudors, Vikings and the Victorians / Industrial Revolution (Year 2).  Make comparisons between different eras and time frames and recognise the impact that these had.  Place current study on time line in relation to other studies.  Know and sequence key events of time studied.  current studies to previous studies make comparisons between different times in history.	Know a number of events, with dates and use relevant terms, linked to previously studied eras as well as current topics.  Order, understanding, relate and compare a range of previously studied eras to current learning.  Relate events in the past to the present day and lesson that have been learnt.  Place current study on time line in relation to other studies.  Use relevant dates and terms.

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<b>Range and depth of historical knowledge</b>	Talk about special things and events.	Using texts to gain knowledge and to understand key themes.  Children to talk about a familiar book.	Retell stories using the key events.  Know about Guy Fawkes and why this was a significant event to British History.  Learn about the dinosaurs and what the planet would have been like during this time period.	Explore toys from the past and present.  Describe similarities and differences in artefacts and pictures - how and why things were done in the past.  Ask questions about the past.  Know that James Brindley was the engineer that built the first canals.  Know the structure and purpose of canals.  Use artefacts and stories to ask questions about the past and suggest how to find the answer.  Know and be able to order the events of 'The Great Fire of London'.  Know how artefacts and documents help us to build a picture about the past.  Make suggestions about why events happened and how we have learned from mistakes in the past.	Know the date of the beginning of World War I.  Know how World War I is remembered today during remembrance events.  Know when World War I Ended. (Armistice Day- 11th November.)  Use photos and dairy extracts to gather evidence about living conditions of soldier in World War I.  Know the names of countries that were included in World War I.  Know why Rosa Parks is significant in Black history and the legacy left today.  Know some key dates in the life on Rosa Parks.  Know when Queen Victoria became queen and when she died.  Know what life was like during the Victorian era including Victorian seaside.  Know about key dates in the development of Llandudno.	Know that Josiah Wedgwood was a powerful and significant person in the development of the pottery industry.  Use photos and diaries to make judgments about how poor people lived during development of the pottery industry.  Know the date of the 'Clean Air Act' and what impact this had.  Use photos to ask questions about how buildings and townscapes have changed over time.  Know that canal were used to transport pottery safely.  Know the key dates of Stone Age, Bronze Age and Iron age.  Use artefacts to make statements about the past.  Know why May Anning is a significant historical figure.  Know when the Ancient Mayan civilisation began.  Know what it was like to live during the Ancient Mayan period including farming, tools and trade.  Make suggestion about how we can prove our predictions about the past.	Know the dates of the Ancient Greek civilisation.  Know the date of the first Olympic games and the legacy of this event.  Know the importance of religion and how this shaped culture.  Know about the Ancient Greek democratic government.  Know the date of when Romans Invaded Britain and the rebellion lead by Boudicca.  Know about Roman engineering and how this impacted Britain.  Know about building that were created by Romans and their legacy.  Learn about Julius Caesar and his assassination.  Know when Ancient Egyptian civilisation began and compare this with past eras studied.  Know what life was like for rich and poor people living during this time including beliefs and rituals.  Know the names of significant leads during the Egypt era.	Know about the development of the Catholic church between 479–1066 AD.  Know what life was like during the early Medieval period.  Know the date and significance of the Synod held in Whitby in 664AD.  Know about Viking invader and the date of the attack on Lindisfarne.  Know how the Viking influenced.  Know that King Harold was defeated at the Battle of Hastings.  Know about the events leading up to the Tutor period - including the Battle of the Roses.  Know how Henry VIII took power from the Catholic Church and the impact this had. Know the reasons for his actions.  Know how rich people lived during the Tutor period.  Know the names and dates of reign of the Tutor monarchs.  Know the dates of the Industrial Revolution of Britain.  Know what it was like to live during this time for rich and poor people.	Know significant dates during World War II.  Know about the event leading up to World War II including the Treaty of Versailles.  Know the names of significant leaders during World War II.  Know what life was like in Britain during World War II.  Know why Martin Luther King was a significant figure in Black history.  The dates of significant dates during Martin Luther King's life.  Know the dates of some significant dates during the 1960s.  Know about how culture changed during this time and the influences of music.

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<b>Interpretations of History</b>	Similarities and differences between each other and our families.	Use photos to discuss events within living memory. Talk about what can be seen in the photo. Ask questions about photos, stories and pictures of the past.	Offer explanations for why things happen. Make comparisons about stories, photos and pictures from the past with the present.	Compare adults talking about the past and identify how reliable the memories are. Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website). Ask questions about the past and make suggestions about how to find the answer.	Compare pictures, photos, artefacts, stories, significant people, events of the past. Discuss the reliability of pictures, photos, artefacts, stories (recounts), significant people of the past.	Identify and give reasons for different ways in which the past is represented (understanding how we obtain information - Stone Age). Express an opinion on whether a person or event had a positive or negative impact on life in Britain. Choose the most helpful source material for a task and justify, showing awareness of a range of sources to select from. Research similarities and differences between given periods in history.	Look at evidence available to use and evaluate its usefulness, quality and reliability of a range of sources. Use text books, historical knowledge to gain evidence required. Research two versions of an event and say how they differ. Look at evidence available and begin to evaluate the usefulness of different sources. Choose relevant material to present a picture of one aspect of life in time past.	Compare accounts of events from different sources, including those which are factual and those which are fiction. Justify why there are differences in different versions of events. Understand and explain the reliability of sources and recognise sources which are not reliable. Use evidence to build up a picture of life in time studied. Explain why people acted the way they did (e.g. why Henry VII married many times in order to produce an heir to the throne). Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.	Link sources of information together and work out how conclusions were drawn. Consider and use some ways to check the accuracy of an event or interpretation of an event - fact / fiction / reliability of a source. Be aware that different evidence will lead to different conclusions. Summarise the main events from a specific period in history, explaining the order in which key events happened. Suggest omissions and the means of finding out.