



Aston All Saints - History Progression Document

At Aston All Saints, we follow the National Curriculum (2014), which includes History as wider curriculum subject taught in Key Stage 1 and 2. The National Curriculum (2014) splits the study of History into these key areas:

- Chronological Understanding
- Using and Creating Timelines
- Historical enquiry
- Cause and Consequence
- Significance
- Organise and Communicate Historical Knowledge and Understanding

To help implement the teaching of these areas, we use this created progression document. This progression document has been created using the *Essentials Companions (Chris Quigley)* and *Focus Education History*. Both resources used, are knowledge-rich, with mastery driven approaches that meets the National Curriculum (2014) requirements. At Aston All Saints, we aim to make all pupils confident historians who are interested in world history.

Chronological Understanding

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Begins to sequence some events or at least 2 related objects in order Uses some words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past Demonstrates an understanding of old and new past and present ▪ Knows that things in the past often look different 	<ul style="list-style-type: none"> ▪ Sequence some events or at least 2 related objects in order ▪ Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past ▪ To know that things change over time. ▪ Can notice when an object/image does not fit in with the time period (Spot an anachronism) Recount changes in own life over time 	<ul style="list-style-type: none"> ▪ Puts at least 3 people, events or objects in order using a given scale. ▪ Uses words and phrases such as recently, before, after, now, later. ▪ Uses past and present when telling others about an event. ▪ Can confidently spot major anachronisms from most periods studied when compared with today Can sequence events in simple narrative Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while Begin to recognise CE and BCE (Previously BC and AD) 	<ul style="list-style-type: none"> ▪ Uses timelines to place events in order. ▪ Uses words and phrases: century, decade. ▪ Can begin to talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s ▪ Can talk about the past in terms of periods e.g. Egyptian, Roman; ▪ Begins to realise that Ancient means thousands of years ago; ▪ Continue to develop understanding of CE and BCE and the meaning of year labels eg 1066 1066 years since the Common Era began. 46BCE 46 years before the Common era began 	<ul style="list-style-type: none"> ▪ Uses words and phrases: century, decade, CE/BCE, BC, AD, after, before, during. ▪ Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. ▪ Names and places dates of significant events from past on a timeline. Can talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; Can talk about the past in terms of periods e.g. Egyptian, Roman; Realises that Ancient means thousands of years ago; ▪ Embed understanding of CE and BCE and the meaning of year labels eg 1066 	<ul style="list-style-type: none"> ▪ Uses timelines to place and sequence local, national and international events. ▪ Sequences historical periods. Describes events using words and phrases such as: century, decade, CE and BCE (formerly BC and AD) ▪ after, before, during, Tudors, Stuarts, Victorians, era, period. ▪ Identifies changes within and across historical periods. Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year; ▪ Begin to divide recent history into present, 	<ul style="list-style-type: none"> ▪ Uses timelines to place events, periods and cultural movements from around the world. ▪ Uses timelines to demonstrate changes and developments in culture, technology, religion and society. ▪ Uses these key periods as reference points: CE/BCE- BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. ▪ Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. ▪ Names date of any significant event studied from past and place it correctly on a timeline. Can successfully

				1066 years since the Common Era began. 46BCE 46 years before the Common era began.	using 21st century, and the past using 19th and 20th centuries	<p>y match simple iconic images to each of the periods studied;</p> <ul style="list-style-type: none"> Can make links between three periods in history, comparing, spotting similarities differences
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Using and Creating Timelines

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can place objects and pictures on a simple timeline showing past and present. Can order events in own lifetime on a simple timeline: eg when I am 5, when I was born, when I came to school To begin to know that timeline is used to place 	<ul style="list-style-type: none"> Simple Scaled Timelines for lifetime of child. Timelines showing My Lifetime and My parents life time Time line marked with decades from 1900 Timeline marked with Centuries from 1066 onwards: children use this to sequence key events and to order monarchs 	<ul style="list-style-type: none"> Timeline marked with Centuries and decades from 1066 onwards: focus is on sequence of events and order of monarchs with new events added in. An 'exploded' more detailed timeline is created for each period studied with children sequencing and putting dates on on their visual representation. To use and begin to make timelines focused on ordering rather than accurate scaling 	<ul style="list-style-type: none"> The large overview timeline is used with children using the language of centuries and decades Each period studied is located on the large overview time line from, revisiting all previous historical periods. An 'exploded' more detailed timeline is created for each period studied beginning to put dates on, using a scale of centuries and decades more independently. They then use this to sequencing 	<ul style="list-style-type: none"> Identify where the periods being studied are represented on the large overview timeline. Decide on a suitable scale for their timelines and begin plot the points with increasing accuracy. To use and make their own timelines, beginning to decide on a suitable scale 	<p>With a high level of independence:</p> <ul style="list-style-type: none"> Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately. Recreate a world timeline from Ancient to modern times placing all historical periods studied in the correct order. To use and make increasingly detailed timelines using a 	

events in order	<ul style="list-style-type: none">▪ To <u>use</u> timelines		events in the correct order. <ul style="list-style-type: none">▪ <u>To use and make timelines using the suggested scaling</u>		<u>range of scales</u>
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Historical Enquiry

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Answers simple questions about objects or pictures from the past 	<ul style="list-style-type: none"> Finds answers to simple questions about the past from sources of information (eg. pictures, artefacts and stories) 	<ul style="list-style-type: none"> Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and describing their features. Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. Children know that historians and archaeologists use artefacts including objects and 	<ul style="list-style-type: none"> Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people....? What did people do for?' Suggests sources of evidence to use to help answer questions: Begin to use the library and internet for research Observe small details - artefacts, pictures Select and record information relevant to the study Children know that historians and archaeologists use artefacts including objects and evidence in 	<ul style="list-style-type: none"> Begin to understand the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a..... during?' Suggests sources of evidence from a selection provided to use to help answer questions. Choose relevant material to present a picture of one aspect 	<ul style="list-style-type: none"> Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Recognise primary and secondary sources Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Select relevant sections of information Realises that there is often not a single answer to historical questions. Use evidence to build up a picture of a past event 	<ul style="list-style-type: none"> Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accuracy of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of evidence Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account

		evidence in written form to find out about the past.	written form to find out about the past.	of life in time past		
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Cause and Consequence

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Begins to respond to simple questions asking why did that happen, within history contexts and across the provision. 	<ul style="list-style-type: none"> ▪ Question why things happen and give simple explanations 	<ul style="list-style-type: none"> ▪ Question why things happen and give explanations Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> ▪ Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people 	<ul style="list-style-type: none"> ▪ Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade ▪ Moves away from simply listing to trying to give a little detail about each cause 	<ul style="list-style-type: none"> ▪ Identify and give reasons for, results of, historical events, situations, changes Realises that events usually happen for a combination of reasons, even though there is still some element of listing Moving from two causes to realising that you need to give several causes to explain some events; Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen 	<ul style="list-style-type: none"> ▪ Starts to genuinely explain rather than list causes of key events; May dwell on one cause at expense of others but it is real attempt to explain not just describe; Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently

Significance

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends Know why some people and events are remembered by others: eg Royal wedding, Gunpowder plot 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account Know that events, and people are seen as significant because they result in change. Can explain why some events in the past were significant. 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account Know that events, and people are seen as significant because they result in change. They had consequences for people at and over time. 	<ul style="list-style-type: none"> Know that events, people and <i>developments</i> are seen as significant because they result in change. They had consequences for people at and over time. They can give oral and written explanations of why something is significant. 	<ul style="list-style-type: none"> Identify historically significant people and events in situations Understands and can explain, using evidence the reasons why people, events and developments are significant. 	<ul style="list-style-type: none"> Identify historically significant people and events in situations Understands and can explain, using evidence the reasons why people, events and developments are significant.

Organise and Communicate Historical Knowledge and Understanding

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can show understanding through simple oral answers and captions 	<ul style="list-style-type: none"> Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; Answers contain some simple period-specific references; Begins to write in simple and accurate, sequenced sentences when narrating what happened in the past 	<ul style="list-style-type: none"> Writes well in simple and accurate, sequenced sentences when narrating what happened in the past Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas; 	<ul style="list-style-type: none"> Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs; Can use appropriate ways of communicating their understanding; 	<ul style="list-style-type: none"> Answers are structured and provide supporting evidence for statements made; Able to see two sides of a question and can offer arguments on both sides; Answers are relevant to the question set; 	<ul style="list-style-type: none"> Answers are structured and provide supporting evidence for statements made; Able to see two sides of a question and can offer arguments on both sides; Answers are relevant to the question set; Widespread use of period specific detail to make the work more convincing and authentic; When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes; Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing; Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think 	

Vocabulary

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
old	a long time ago	before I was	decade	As Y3 and	As Y4 and	As Y5 and
new	when I was	born	ancient	Christian Values	Advancements
past	little	when I was	century	war	comparison	British Empire
present	past	younger	timeline	distress	crime	causes in
Long ago	since I was	before/after	period	bloodshed	hypothesis	history
Then	born	past/present	settlers/	specific	influence	changes
Now	famous	then/now	settlement	reason	medicine	civilisations
Days	celebrate	sequence	invaders/invasion	recent	plague	continuity
Weeks	event(s)	chronological	conquer(ed)	history	punishment	interpretations
Years	years	order	combat/war/warf	time	role of Britain	major influence
Family	difference	earlier	are	differenc	specific	multi-cultural
Today	object	later	archaeologists	e	features	persuade
Tomorrow	artefact	local area	archaeology	shape our	time period	propaganda
Yesterday	picture	historical event	excavate	lives	transport	significant
New/recent	photograph	when	evidence	religious	weaponry	societies
Memory	timeline	grandparents	similarities/	differenc	Nation	summarise
Lifetime	ancient	were young	differences	es	on one hand	viewpoint
Calendar	living memory	Britain	historical	wealthy	however	world history
Who?	grandparents	older person	information	poor	different	different
What?	time	source	historian	items	experiences	experiences
remember	the older	research	chronological	accurate	primary sources	I can infer
	generation	Briton	order	picture	secondary	that...
	explain	locality	era/period	of the	sources	impression
	used for	democracy	B.C.E (Before the	past	eye witness	the source
	chronological	eye witness	Common Era)	version	this source	omits to
	order	account	C.E (The Common	historical	suggests that...	mention...
	recent history	historian	Era)	argument	this source	the purpose
	very old		B.C (Before	point of	doesn't show	reliability
	when mummy		Christ)	view	that...	propaganda
	and		A.D (Anno		reliable	one sided
	daddy were		Domini)		could have	biased
	little		thousands of		been...	motive
	before		years		might have	extent of
	after		archaeologist,arc		been...	continuity
	historical		haeology		may be	extent of
	event		sources		impact	change
	past/present		importance/signif			
	succeed/succe		icance			
	ssion		legacy/impact			
			effects			
			reason			
			continuity			
			this suggests...			
			may			
			be/perhaps/could			
			be			
			first hand			
			evidence			
			second hand			
			evidence			
			myths and			
			legends			