



South Lake Primary School - Progression of disciplinary learning - History

Year group	Chronological understanding	Knowledge and interpretation	Historical enquiry	History Topics covered
Nursery	Use every day language related to time - words such as: after, before, next Remember and talk about significant events from their own past	Answer simple how and why questions in response to stories or events Begin to make sense of own life by looking at photographs and hearing stories	Know that information can be retrieved from books and the internet. Look at non-fiction books to learn about the past.	Marvellous me Own life so far and life of immediate family Growing Life cycles How have I grown? Out and about Holidays
Reception	Talk about past and present events from their own lives and in the lives of family members Sequence photos from different parts of their life	Understand the difference between fact and fiction Describe special times or events for family or friends. Understand similarities and differences between things now and in the past.	Ask questions about own immediate community and family Use artefacts in role play and understand that some are old and some are new	Marvellous me Own life so far and life of immediate family Space and the Earth First person on the moon - Neil Armstrong
Year 1	To put 3 objects in chronological order. To use words like old, new, a long time ago, before, when mummy and daddy were little To be able to talk about things that happened when they were younger	To explain why certain objects were different in the past. Explain how famous people have helped make our lives better today They explain differences between the past and present in their life	Ask questions about old and new objects. To identify old and new objects from a picture To answer questions using a picture of artefacts provided To give a plausible explanation about what an object was used for in the past. To notice the main differences between old and new objects	Toys Space Explorers – Amelia Earhart
Year 2	To use the phrases 'before I was born' and 'When I was younger' Use the words before, after, past, present, then, now accurately in a historical context. Order a set of events in chronological order and give a sensible explanation for their order.	To recount what happened at a significant event. To recall interesting facts from a historical event. Give examples of things in their life that are different to ones from a long time ago in the past, E.g. transport, London now and during Great Fire of London	To find out about the past by looking at photographs Answer questions by using a specific source, such as a non-fiction book To research a famous event in Britain Be able to say at least 2 ways that they can find out about the past (non-fiction books, internet, photographs)	Transport Great Fire of London Castles



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Year 3	<p>To be able to describe events and periods using the terms: BC, AD, ancient, century and decade</p> <p>To describe things from the past using dates to say when they happened</p> <p>To use a timeline within a specific time in history to show the order things happened and describe what specific events happened</p>	<p>To understand that people from a long time ago would not eat or live as we do now.</p> <p>To be able to explain what life would have been like for early settlers</p> <p>To realise that Britain was invaded in the past and that they would have used hand to hand combat</p> <p>To make suggestions as to why certain events happened as they did in history.</p> <p>To appreciate why Britain would have been a good country to invade and conquer</p>	<p>To understand the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>To use a range of sources to piece together information and answer questions about a period of history</p> <p>To use more than one piece of evidence to bring information together and make a simple conclusion about a historical event</p> <p>To use their information-finding skills (internet, sources, non-fiction books) to help them write about historical information</p>	<p>Stone Age to Iron Age</p> <p>Egyptians</p> <p>Romans</p>
Year 4	<p>To be able to plot periods of history on a time line adding dates to show when the time periods were</p> <p>To use mathematical skills to work out how long ago events happened and time differences between historical periods</p> <p>To begin to build up a picture of the main events that happened in Britain and the order of time periods learnt so far</p>	<p>Explain how and why their local area is associated with a special historical event</p> <p>Explain how events from the past have shaped our lives today</p> <p>To understand that wars have happened from a very long time ago and that they are associated with invasion and conquering</p> <p>To describe how people in the past would have fought differently to today</p> <p>Describe the differences in food eaten, due to availability of different sources of food</p>	<p>To research what it was like for a child in a given time period from the past and use photographs and pictures to do this.</p> <p>To communicate knowledge and understanding orally and written to show points of view, based on what they have researched</p>	<p>Anglo Saxons</p> <p>Local study – Saxons and Vikings</p> <p>Vikings</p>



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Year 5	<p>To be able to use dates and historical language relating to a given time period</p> <p>To be able to draw a time line with different periods of time outlined and show key events and changes through the time period</p> <p>To use mathematical knowledge to work out the exact time scales and differences between periods on a time line.</p>	<p>Recognise that the lives of wealthy people were very different from those of poor people</p> <p>Appreciate that wealthy people would have had a very different way of living which would have impacted upon their education</p> <p>Describe key historical events from a given time period</p> <p>To make comparisons between time periods, explain what has stayed the same and what has changed between now and they Mayans.</p> <p>To explain how specific parts/events of history have shaped the country we live in</p> <p>Summarise what Britain may have learnt from other countries and civilizations through time gone by</p>	<p>To be able to answer historical questions using sources</p> <p>Explain how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>To research a famous person from British history and describe how they have shaped our country</p>	<p>Tudors</p> <p>Victorians</p> <p>Mayans</p>
Year 6	<p>To say where a period of history fits on a timeline</p> <p>To place a specific event or significant people from the past on a timeline in chronological order</p>	<p>Appreciate that wars would inevitably have brought much distress and bloodshed</p> <p>Understand that wars start for specific reasons and can last for a very long time</p> <p>To be able to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Summarise how Britain has had a major influence on world history</p> <p>Describe features of historical events and people from the past</p> <p>Recognise and describe similarities and differences/changes and continuity between different time periods</p>	<p>To look at two different versions of an event and say how they differ – say how the author may be attempting to persuade or give a specific view point</p> <p>To identify and explain their understanding of the purpose of propaganda</p> <p>Describe a key event from Britain's past using a range of evidence from different sources</p> <p>Suggest why certain events, people and changes might be seen as more significant than others</p> <p>Ask and answer their own historical questions</p>	<p>Ancient Greece</p> <p>Black History</p> <p>World War 1 and World War 2</p>