

W Pinner Wood School W



HISTORY Progression of	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
skills								
skills Chronological understanding	Past and Present Begin to make sense of their own life story and families history Makes connections between the features of his/her families Notices differences between people	Past and PresentComments on images of familiar situations in the pastTalk about immediate members of their family and communityName and describe people who are familiar to themCompare and 	Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time.	Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events in his/her life using historical vocabulary. Can confidently spot major anachronisms from most periods studied when compared with today. Can sequence events in simple narrative e.g. Boudicca's revolt. Can talk about the past in terms of periods e.g. Egyptian, Roman.	Place some historical periods in a chronological framework. Use historic terms related to the period of study. 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. Realises that Ancient means thousands of years ago.	Use dates to order and place events on a timeline. 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. Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last	Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz. Can successfully match simple iconic images to each of the periods studied. Can make links between three periods in history, comparing, spotting similarities differences e.g.







	and storytelling (ELG) Talks about the lives of the people around him/her and their roles in society (ELG) Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)				Can use some key dates as important markers of events.	10-15 years of her life.	influence of Greeks on Tudor theatre or on Victorian architecture.
Historical Enquiry		Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences .between artefacts Sort artefacts from 'then' and 'now'.	Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Show understanding of some of the ways in which we find out about the past	Children extract simple information from text/pictures/obj ects showing basic comprehension. Children make simple deductions about what text means based on what is included e.g. the teacher in the	Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Can use some key dates as	Compare sources of information available for the study of different times in the past. Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and organisation of









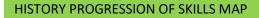
	Ask and answer relevant basic questions about the past	and identify different ways in which it is represented.	photograph of Victorian school is holding a cane, they must be strict. Children start combining information from more than one source e.g. web page, compared with video, oral evidence.	important markers of events. Children see that some sources are more useful than others and can explain why.	based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests. Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders	relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Make confident use of variety of sources for independent research Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore e.g. This portrait of Elizabeth makes her seem far younger than she
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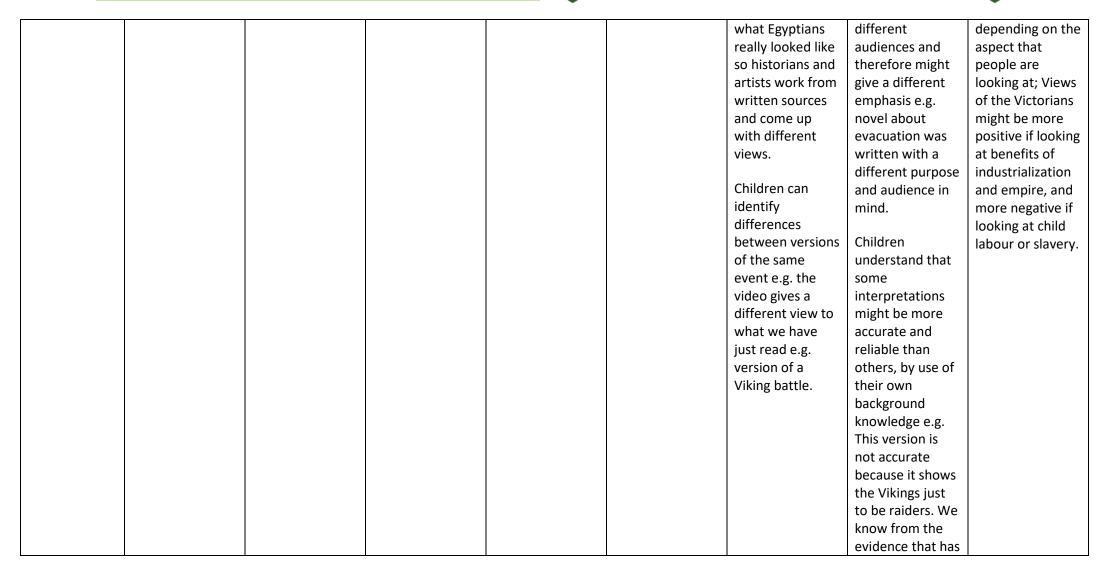
							This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?
Historical Interpretations		Relate his/her own account of an event and understand that others may give a different version.	Describe changes within living memory and aspects of change in national life. Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London. Describe significant historical events, people and places in his/her own locality.	Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.	Understand that sources can contradict each other. Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing	Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources. Children understand that people create different versions of the past for	Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. Children grasp that interpretations might differ











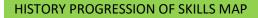






		Talk draw or write		Writes in simple	Communicato	been discovered that they were traders to.	. Wile an
Organisation and communication		Talk, draw or write about aspects of the past.	Use a wide vocabulary of everyday historical terms. Speak about how he/she has found out about the past. Speak about how he/she has found out about the past. Record what he./she has found out about the past. Record what he/she has learned by drawing and writing	Writes 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.	Communicate his/her learning in an organised and structured way, using appropriate terminology Begins to sustain an answer, providing some supporting evidence. Can use appropriate ways of communicating their understanding. Answers are structured and provide supporting evidence for	Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one source Give reasons for some important historical events. 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	 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









					statements made. Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations. Answers contain some simple period-specific references.	detail to make the work more convincing and authentic.	language, to express uncertainty e.g. perhaps, may, might, some people think.
Understanding of events, people and changes		Understand key features of events Identify some similarities and differences between ways of life in different periods	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. E.g. Elizabeth I and Queen Victoria.	Realises that events usually happen for a combination of reasons, even though there is still some element of listing. Analysing actions of people in historical	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	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	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. Note connections, contrasts and trends over time







	only perso e.g. v want invac Expla	y on what one son wanted why Claudius ited to ide. laining	need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each	were affected differently. Sees causes might be connected in some way; one cause might be linked to another	and show developing appropriate use of historical terms. Able to understand where different events they have studied link in a
	happ of ot than actio Brea as m simp	pen because ther reasons n just human on. (E.g. Sees ak with Rome nore than ply Henry nting to re-	Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe.	to happen e.g. why the Armada sailed linking religion and exploration.	Use evidence to support Explain an event with reference to abstract ideas such as long and short-term or events building up. Starts to express explanation in term of relative importance backed up by reasoned argument e.g.
					The main reason was Also important







								Some people think.
Key Vocabulary	Ourselves	Ourselves	Guy Fawkes	Great Fire of	Stone Age	Egypt	Mayans	<u>WW2</u>
	Our family	Changes	Gunpowder Plot	London	Stone age,	Pyramids, coffin,	Ahau (Ahaw),	Allied Powers,
	The past	Baby	Catholics	Bakery, St Paul's	Palaeolithic,	Egypt, hieroglyphs,	aqueduct,	Adolf Hitler,
	Baby	Young	Protestants	Cathedral, diary,	Mesolithic,	cartouche, sphinx,	archaeologist,	Germany, France,
	Child	Infant	Houses of	Firebreak, burning,	Neolithic,	pharaoh,	astrology,	Spitfire,
	Teenager	Child	Parliament	Tower of London,	prehistory,	Tutankhamun,	astronomy, Atlatl,	Messerschmitt,
	Adult	Teenager	Gunpowder	Samuel Pepys,	timeline, artefacts,	mummification,	Bacabs, Baktun,	Winston Churchill,
	Before	Adult		Fireman, Smoke,	stone, spears, cave	Canopic jar,	Batab, Birth chart,	Nicolas Winton,
	Changes	Older	Toys and Seaside	cart, King Charles	paintings, Skara	afterlife, scroll,	cacao, Caiba,	ARP, rationing,
	Different and the	The past	Past, present, then,	II, The Monument,	Brae, hammer	vizier, reed, Nile,	Cenote, City-state,	evacuee, Blitzkrieg,
	same	Memory	now, similarities,	leather bucket,	stone, Stonehenge,	goddess. ruler,	Codex, Chichen	Concentration
		Differences	differences,	axe, fire.	flint fur pelt,	dynasty, symbol,	Itza, Long-Count	camp, D-Day,
	Festivals	Similarities	memory, time,		Neolithic man /	burial, kingdom,	calendar, Mayans,	Fuhrer, Final
	Stories (discussion	Born	periods of time	<u>Florence</u>	woman, farming,	divide, god, tomb,	Mesoamerica,	Solution, Gestapo,
	of story language)			<u>Nightingale</u>	agriculture, extinct,	preserved,	terrace farming,	Holocaust,
		Festivals			club, huts, quern	authority, history,	Yucatan Peninsula,	Luftwaffe, Nazi,
		Celebrations		Florence	stone, hunter	ancient, modern,	stela/stelae, Pok-	RAF, V-E Day.
		Stories, folk stories		Nightingale, care,	gatherer, primitive,	BC, AD, beliefs	ta-Pok, hieroglyph.	
				hospital, charity,	caveman, tribe,			Crime and
				sick, soldier,	hunting, forage,	<u>Saxons</u>	Ancient Greece	<u>Punishment</u>
				medal, lamp, Red	trap, fire	Anglo-Saxon, ceorl,	Acropolis, agora,	Crime, prison,
				Cross, injured,	<u>Romans</u>	slave, Thegn, hide,	alliance,	gang, crimes
				cleaning, Lady of	Celt, Roman,	tithing, Earl, Witan,	aristocracy,	against person,
				the Lamp, Crimean	Boudicca, Rome,	Oath, Shire reeve,	assembly, cultural	crimes against
				War, Turkey.	Italy, Gaul, mosaic,	Fyrd, Geld Tax,	borrowing,	property, crimes
					history, timeline,	Blood Feud, Hue	demagogue,	against authority,





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		Transport	numerals,	and cry, bishop,	democracy, epic,	tithings, hue and
		Transportation,	aqueduct,	hostage,	harbour,	cry, parish
			Colosseum,	succession, ale,	Hellenistic, helot,	constable,
			Amphitheatre,	Angles, Anglo-	isthmus, league,	deterrence,
			chariot, gladiator,	Saxon Chronicles,	majority rule,	retribution,
			slave, soldiers,	Archaeologist,	multicultural,	sanctuary, benefit
			Julius Caesar,	Barn, Bayeux	myth, oligarchy,	of clergy, heresy,
			Emperor, Slave,	Tapestry, Bede,	plague, polis,	treason, bloody
			chariot, gladius,	Beowulf, brooch,	tragedy, trireme,	code,
			pilum, centurion,	charm, conquer,	tyrant.	transportation,
			London,	court, Hadrians	tyrant.	vagabond,
			roundhouse, cloak,	Wall, invaders,	<u>Entertainment</u>	witchcraft,
			jewellery,	Jutes, loom, lyre,	Leisure,	excommunication,
			settlement, hill	raider, thatch.		
			fort, fort, Druid.		entertainment, silent, Charlie	smuggling, town constables, night
			iori, iori, Druiu.	Vikingo		watchmen,
				<u>Vikings</u>	Chaplin, pianist,	
				Monastery,	The Jazz Singer,	highway robbery,
				missionaries,	talkie, The Wizard	decriminalisation,
				Scandinavia,	of Oz, television.	martyr, trade
				settlement,	Gaming,	union, home
				conquer, pagan,	technology,	secretary, hard
				kingdom, runes,	century, decade,	labour, reform,
				Viking longship,	communicating,	rehabilitation,
				Danelaw, realm,	entertainment,	Robert Peel,
				ritual, treaty,	coronation,	inhumane
				massacre,	popularity, armed	
				beserker, Valhalla,	forces, defence,	Where we live
				Viking Raid, knarr,	leisure, software,	Describe, local,
				Danegeld,	engineers, Silicon	history,
				excavation,	Valley, app,	connections,
				archaeologist.	messaging, online,	contrasts, trends,
					email, video	chronological,





			conference,	
			download.	
			First World War,	
			Second World War,	
			FA cup, Herbert	
			Chapman, World	
			Cup, Arsenal,	
			Uruguay, Wembley	
			Stadium,	
			broadcast, Geoff	
			Hurst, hat trick.	

