

Year	Chronological Understanding	Knowledge and Understanding	Historical Interpretation and Enquiry	Lens	Vocabulary
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Glen Hills Primary School Progression Map - History



History	SAS Key Learning Objectives / EYFS Curriculum			Lens	Vocabulary
Year	Chronological Understanding	Knowledge and Understanding	Historical Interpretation and Enquiry	Cause and Consequence	Vocabulary
EYFS Ourselves (Family and Pets) The Very Hungry Caterpillar. Games played in the past. History whole school theme day. Our School Community. Reading stories / story retells that link to the past throughout the year. Discussion of power points about events from the past.	<p>I am beginning to understand the passing of time linked to the class visual timetable and days of the week.</p> <p>I am beginning to understand the passing of time linked to the seasons.</p> <p>I am beginning to place events in the correct time order linked to events in a day and changes as I have grown from a baby to a school child.</p>	<p>I am able to listen to stories and start to recognise they happened in the past.</p> <p>I can recognise that people have different beliefs and celebrate special times in different ways. (UW – Reception)</p> <p>I can talk about the lives of the people around me and their roles in society (UW - ELG)</p>	<p>I am beginning to understand that adults can help me find out about the past through stories and discussion.</p> <p>I can find out about games from the past to those I play with now. (parents and grandparents games)</p> <p>I can comment on images of familiar situations in the past. (UW - Reception)</p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what</p>	<p>To become aware of some events from the past and talk about what happened.</p>	<p>Morning, afternoon, evening.</p> <p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, day, week.</p> <p>Autumn, Winter, Spring, Summer.</p> <p>Now, next, after, past, before, present.</p> <p>History.</p> <p>Poppy, Bonfire Night, Chinese New Year, Diwali, Bible, Christmas, Easter. (Links with RE)</p>

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			has been read in class (UW- ELG)		
Year 1 My Family Then and Now Guy Fawkes and Remembrance Day Toys Then and Now Homes/Schools/Seaside holidays Then and Now	I am beginning to place a few events, people and objects in the correct time order. I am beginning to recognise the differences between ways of life in the past and present.	I am beginning to use stories to talk about things that have happened in the past. I am beginning to use the right historical words to explain the passing of time. With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.	I am beginning to understand some ways in which we find out about the past. I am beginning to find answers to simple questions about the past by using stories and other sources.	Recognise why people did things, why events happened.	Then, Now, Past, Present, Future, Monarch, Royal Nation, Houses of Parliament Primary source/evidence Secondary source/evidence After, Next, Earlier, Later Remembrance, Poppy, Future, Flanders field, World wars, remembering, Soldiers Commemorate Monarch, Royal, Queen, King, Nation
Year 1 GDS	I can place events, people and objects in the correct time order. I can identify differences between ways of life in the past and present.	I can recount parts of stories to talk about things that have happened in the past. I can use the right historical words to explain the passing of	I understand ways in which we can find out about the past. I can find answers to simple questions about the past by using stories and other sources.	To identify and give reasons for what happened as a result of some past events.	

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		time. I am beginning to understand how the achievements of famous people from the past have influenced our lives.	I am beginning to ask questions to find out about things from the past.		
Year 2 Famous people/Events including Remembrance Day Travel and Transport Castles	I can place events, people and objects in the correct time order. I can identify differences between ways of life in the past and present.	I can recount parts of stories to talk about things that have happened in the past. I can use the right historical words to explain the passing of time. I am beginning to understand how the achievements of famous people from the past have influenced our lives.	I understand ways in which we can find out about the past. I can find answers to simple questions about the past by using stories and other sources. I am beginning to ask questions to find out about things from the past.	Recognise why people did things, why events happened and what happened as a result. To understand how these people/events have affected and developed Britain today	Then, Now, Past, Present Monarch, Royal, Nation Houses of Parliament Primary source/evidence Secondary source/evidence Next, Earlier, Later, Future Famous people, Remembrance Sunday, Armistice Day, Flanders field, World wars, Commemorate, Traitor, Braille, Reign, Treason, Accomplices, Monarch, Royal, Queen, King, Nation, Reign, Century, Change, Empire, Invasion, 20 th century,
Year 2 GDS	I can confidently place	I can use stories and	I understand ways in	To identify and	

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	<p>events, people and objects in the correct time order and suggest how they fit in the chronological framework.</p> <p>I am developing awareness of the passing of time.</p> <p>I can identify similarities and differences between ways of life in the past and present.</p>	<p>other sources to talk about things that have happened in the past.</p> <p>I can use a range of historical words to explain the passing of time.</p> <p>I show a greater understanding of how the achievements of famous people from the past have influenced our lives.</p>	<p>which we can find out about the past and different ways in which it is represented.</p> <p>I can find answers to a range of questions about the past by using stories and other sources.</p> <p>I can ask questions to find out about things from the past</p>	<p>give reasons for what happened as a result of some past events.</p>	
<p>Year 3</p> <p>Stone/Iron/Bronze Age</p> <p>Romans</p>	<p>I am beginning to show an increasing understanding of chronology and order of events, people and objects.</p> <p>With help, I know that the past can be divided into different periods of time.</p>	<p>I can use a range of historical words to explain the passing of time.</p> <p>I know historical events, people and changes of the period that I am studying.</p>	<p>I am beginning to pick out different ways that the past is shown.</p> <p>I am beginning to devise historically valid questions.</p> <p>I am beginning to use sources of information in different ways to help</p>	<p>Identify and give reasons for, and the result of, historical events, situations and changes.</p> <p>To understand how these people/events have affected and</p>	<p>Then, Now, Past, Present, Next, Earlier, Later, Primary source/evidence, Secondary source/evidence, King, Queen, Reign, Century, Change, Empire, Invasion, Civilization, Ancient Britain, Timelines, Periods of time, BC (Before Christ),</p>

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			<p>me answer questions about the past.</p> <p><u>Organisation and communication</u> I am beginning to pick out and put together information for the period that I am studying.</p> <p>I am beginning to construct simple informed responses.</p>	developed Britain today.	AD (Anno Domini), Settler, Settlements, Cause, Consequences, Significant individuals, Rebellion, Rome, Hadrian's Wall, Roman Soldiers, Emperor, Rulers, Parliament, Conquer, Armour, Evidence, Myth, Democracy
Year 3 GDS	<p>I can show an understanding of chronology and order of events, people and objects.</p> <p>I know that the past can be divided into different periods of time.</p>	<p>I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>I know and understand the historical events, people and changes of the period that I am studying.</p>	<p>I can pick out and understand different ways that the past is shown.</p> <p>I can devise historically valid questions.</p> <p>I can use sources of information in ways that go beyond simple observations to help me answer questions about</p>	Understand that one event may lead to many other events.	

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		I am beginning to give some reasons for the main events and changes for the period that I am studying.	the past. <u>Organisation and communication</u> I can pick out and put together information for the period that I am studying. I can construct simple informed responses.		
Year 4 WWII Anglo-Saxons and Vikings	I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.	I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the	I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past. <u>Organisation and</u>	Identify and give reasons for, and the result of, historical events, situations and changes. To understand how these people/events have affected and developed Britain today. Understand that one event may	Then, Now, Past, Present, Next, Earlier, Later, Primary source/evidence, Secondary source/evidence, King, Queen, Reign, Century, Change, Empire, Invasion, Civilization, Ancient Britain, Timelines, Periods of time, BC (Before Christ), AD (Anno Domini), era, Settler, Settlements, Cause, Consequences, Significant individuals, Rebellion, Emperor, Rulers, Parliament, Conquer, Armour, Chronological, Peasantry, Poverty,

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		main events and changes for the period that I am studying.	<p><u>communication</u> I can pick out and put together information for the period that I am studying.</p> <p>I can construct simple informed responses.</p>	lead to many other events.	Democracy, Dictator, Historical interpretation, Historical claims, Allies, Axis, Evacuation, Occupation, Phoney War, Law, Evidence, Myth, Democracy, Olympics
Year 4 GDS	<p>I can show a greater understanding of chronology and order of events, people and objects.</p> <p>I have a greater understanding of how the past can be divided into different periods of time.</p> <p>I can pick out similarities and differences between different periods of time and know some significant dates.</p>	<p>I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>I know, understand and can recall the historical events, people and changes of the period that I am studying.</p> <p>I can give reasons for the main events and changes for the period that I am studying.</p>	<p>I can pick out and understand different ways that the past is shown and suggest reasons for this.</p> <p>I am beginning to show how features of the past have been retold and interpreted in different ways.</p> <p>I am beginning to understand how evidence is used to make historical claims.</p> <p><u>Organisation and communication</u></p>	To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.	

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			<p>I can pick out and put together information from a range of sources for the period that I am studying.</p> <p>I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>		
<p>Year 5</p> <p>Tudors</p> <p>Ancient Greece</p> <p>Mayan Civilization</p>	<p>I can show a greater understanding of chronology and order of events, people and objects.</p> <p>I have a greater understanding of how the past can be divided into different periods of time.</p> <p>I can pick out similarities and differences between</p>	<p>I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>I know, understand and can recall the historical events, people and changes of the period that I am studying.</p> <p>I can give reasons for the main events and</p>	<p>I can pick out and understand different ways that the past is shown and suggest reasons for this.</p> <p>I am beginning to show how features of the past have been retold and interpreted in different ways.</p> <p>I am beginning to understand how evidence is used to</p>	<p>Identify and give reasons for, and the result of, historical events, situations and changes.</p> <p>To understand how these people/events have affected and developed Britain today.</p> <p>Understand that</p>	<p>Then, Now, Past, Present, Next, Earlier, Later, Primary source/evidence, Secondary source/evidence, King, Queen, Reign, Century, Change, Empire, Invasion, Civilization, Ancient Britain, Timelines, Periods of time, BC (Before Christ), AD (Anno Domini), era, Settler, Settlements, Cause, Consequences, Significant individuals, Rebellion, Emperor, Rulers, Parliament, Conquer, Armour, Chronology,</p>

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	different periods of time and know some significant dates.	changes for the period that I am studying.	<p>make historical claims.</p> <p><u>Organisation and communication</u></p> <p>I can pick out and put together information from a range of sources for the period that I am studying.</p> <p>I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>	<p>one event may lead to many other events.</p> <p>To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.</p>	<p>Peasantry, Poverty, Democracy, Dictator, Historical interpretation, Historical claims, Allies, Armada, Legacy, Execution, Gallows, Law, Class, Thatched, Evidence, Myth, Democracy, Acropolis, Architecture, Assembly, Citizen, Doric, Ionic, Corinthian, Olympics, Philosophy, Spartans, Titans,</p>
Year 5 GDS	<p>I understand the similarities and differences between different periods of time and know some significant dates.</p> <p>I am beginning to make connections between features of past societies and periods.</p>	<p>I am able to use my knowledge to describe the individual and special features of past societies and times.</p> <p>I can describe, give reasons and results for the main events and changes for the period that I am studying.</p>	<p>I can show how features of the past have been retold and interpreted in different ways.</p> <p>I can understand how evidence is used to make historical claims.</p> <p>I am beginning to evaluate which sources</p>	<p>Pick out and put together a range of resources to explain the effect the historical period of study has had on Britain.</p>	

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			<p>of evidence are reliable and most useful for particular tasks.</p> <p><u>Organisation and communication</u> I can evaluate, pick out and put together information from a range of sources for the period that I am studying.</p> <p>I am beginning to produce structured narrative and analyses using important dates and historical terms.</p>		
<p>Year 6</p> <p>Victorians</p>	<p>I understand the similarities and differences between different periods of time and know some significant dates.</p> <p>I am beginning to make connections between</p>	<p>I am able to use my knowledge to describe the individual and special features of past societies and times.</p> <p>I can describe, give reasons and results for the main events and</p>	<p>I can show how features of the past have been retold and interpreted in different ways.</p> <p>I can understand how evidence is used to make historical claims.</p>	<p>Identify and give reasons for, and the result of, historical events, situations and changes.</p> <p>To understand how these people/events have affected and developed Britain</p>	<p>Then, Now, Past, Present, Next, Earlier, Later, Primary source/evidence, Secondary source/evidence, King, Queen, Reign, Century, Change, Empire, Invasion, Civilization, Ancient Britain, Timelines, Periods of time, BC (Before Christ), AD</p>

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	features of past societies and periods.	changes for the period that I am studying.	<p>I am beginning to evaluate which sources of evidence are reliable and most useful for particular tasks.</p> <p><u>Organisation and communication</u> I can evaluate, pick out and put together information from a range of sources for the period that I am studying.</p> <p>I am beginning to produce structured narrative and analyses using important dates and historical terms.</p>	<p>today.</p> <p>Understand that one event may lead to many other events.</p> <p>To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.</p> <p>Pick out and put together a range of resources to explain the effect the historical period of study has had on Britain.</p>	(Anno Domini), era, Settler, Settlements, Cause, Consequences, Significant individuals, Rebellion, Emperor, Rulers, Parliament, Conquer, Armour, Chronology, Peasantry, Poverty, Democracy, Dictator, Historical interpretation, Historical claims, Allies, Armada, Legacy, Exhibit, Reform, Famine,
Year 6 GDS	I can show a clear understanding of the similarities and differences between different periods of	I use my knowledge to describe things that happened during the period that I am studying and across	I am beginning to understand why contrasting arguments and interpretations of the past have been	Pick out, put together and evaluate a range of resources to explain the effect	

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	<p>time and know many significant dates.</p> <p>I can make connections between features of past societies and periods by comparing and contrasting.</p> <p>I can recognise trends between significant events/periods over time.</p>	<p>different periods.</p> <p>I can describe and make links between features of past societies and periods by comparing and contrasting.</p> <p>I use my knowledge of historical events/people to reflect on how Britain has influenced and been influenced by the wider world.</p>	<p>constructed.</p> <p>I can evaluate which sources of evidence are reliable and most useful for particular tasks.</p> <p><u>Organisation and communication</u></p> <p>I can select, organise and deploy relevant information from a range of sources for the period that I am studying.</p> <p>I can produce structured narrative and analyses making appropriate use of important dates and historical terms.</p>	<p>the events studied has had on Britain.</p> <p>To produce an analysis using important dates and historical terms to justify the effects of the outcome of the events studied.</p>	
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