

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			Lens	Vocabulary
Year	Chronological Understanding	Knowledge and Understanding	Historical Interpretation and Enquiry	Cause and Consequence	Vocabulary
Year 1 My Family Then and Now Guy Fawkes and Remembrance Day Toys Then and Now Homes/Schools/Seaside holidays Then and Now	<p>I am beginning to place a few events, people and objects in the correct time order.</p> <p>I am beginning to recognise the differences between ways of life in the past and present.</p>	<p>I am beginning to use stories to talk about things that have happened in the past.</p> <p>I am beginning to use the right historical words to explain the passing of time.</p> <p>With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.</p>	<p>I am beginning to understand some ways in which we find out about the past.</p> <p>I am beginning to find answers to simple questions about the past by using stories and other sources.</p>	<p>Recognise why people did things, why events happened.</p>	<p>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</p>
Year 1 GDS	<p>I can place events, people and objects in the correct time order.</p> <p>I can identify differences between ways of life in the past</p>	<p>I can recount parts of stories to talk about things that have happened in the past.</p> <p>I can use the right historical words to</p>	<p>I understand ways in which we can find out about the past.</p> <p>I can find answers to simple questions about the past by using stories</p>	<p>To identify and give reasons for what happened as a result of some past events.</p>	

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	and present.	explain the passing of time. I am beginning to understand how the achievements of famous people from the past have influenced our lives.	and other sources. 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,

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Year 2 GDS	<p>I can confidently place 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>I can use stories and 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>I understand ways in 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>To identify and give reasons for what happened as a result of some past events.</p>	
Year 3 Stone/Iron/Bronze Age Romans	<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</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</p>	<p>Identify and give reasons for, and the result of, historical events, situations and changes.</p> <p>To understand how these people/events</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</p>

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	time.		<p>in different ways to help 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>	have affected and developed Britain today.	time, BC (Before Christ), 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</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</p>	Understand that one event may lead to many other events.	

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		<p>studying.</p> <p>I am beginning to give some reasons for the main events and changes for the period that I am studying.</p>	<p>answer questions about the past.</p> <p><u>Organisation and communication</u></p> <p>I can pick out and put together information for the period that I am studying.</p> <p>I can construct simple informed responses.</p>		
<p>Year 4</p> <p>WWII</p> <p>Anglo-Saxons and Vikings</p>	<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 am beginning to give</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 the past.</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, Chronological,</p>

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		some reasons for the main events and changes for the period that I am studying.	<p><u>Organisation and 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>	one event may lead to many other events.	Peasantry, Poverty, 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</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><u>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>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</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</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</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>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,</p>

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	differences between different periods of time and know some significant dates.	the main events and changes for the period that I am studying.	evidence is used to make historical claims. <u>Organisation and communication</u> I can pick out and put together information from a range of sources for the period that I am studying. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.	Understand that one event may lead to many other events. To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.	Armour, Chronology, 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,
Year 5 GDS	I understand the similarities and differences between different periods of time and know some significant dates. I am beginning to make connections between features of past	I am able to use my knowledge to describe the individual and special features of past societies and times. I can describe, give reasons and results for the main events and changes for the period	I can show how features of the past have been retold and interpreted in different ways. I can understand how evidence is used to make historical claims. I am beginning to	Pick out and put together a range of resources to explain the effect the historical period of study has had on Britain.	

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	societies and periods.	that I am studying.	<p>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>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</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</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</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,</p>

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	connections between features of past societies and periods.	the main events and 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>affected and developed Britain 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>	<p>Timelines, Periods of time, BC (Before Christ), AD (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,</p>
Year 6 GDS	I can show a clear understanding of the similarities and	I use my knowledge to describe things that happened during the	I am beginning to understand why contrasting arguments	Pick out, put together and evaluate a range of	

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	<p>differences between different periods of 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>period that I am studying and across 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>and interpretations of the past have been 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>resources to explain the effect 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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