

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
<p>EYFS</p> <p>Ourselves (Family and Pets)</p> <p>The Very Hungry Caterpillar.</p> <p>Games played in the past.</p> <p>History whole school theme day.</p> <p>Our School Community.</p> <p>Reading stories / story retells that link to the past throughout the year.</p> <p>Discussion of power points about events from the past.</p>	<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</p>	<p>To become aware of some events from the past and talk about what happened – Then and now</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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			on their experiences and what has been read in class (UW- ELG)		
<p>Year 1</p> <p>My Family Then and Now Guy Fawkes and Remembrance Day</p> <p>Toys Then and Now</p> <p>Homes/Schools/Seaside holidays Then and Now</p>	<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. How it is different now</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>
<p>Year 2</p> <p>Famous people/Events including Remembrance Day</p> <p>Travel and Transport</p>	<p>I can place events, people and objects in the correct time order.</p> <p>I can identify differences between</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</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Then, Now, Past, Present Monarch, Royal, Nation Houses of Parliament Primary source/evidence Secondary source/evidence</p>

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Castles	ways of life in the past 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.	stories and other sources. I am beginning to ask questions to find out about things from the past.	To understand how these people/events have affected and developed Britain today	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 3 Stone/Iron/Bronze Age Romans	I am beginning to show an increasing understanding of chronology and order of events, people and objects. With help, I know that the past can be divided into different periods of time.	I can use a range of historical words to explain the passing of time. I know historical events, people and changes of the period that I am studying.	I am beginning to pick out different ways that the past is shown. I am beginning to devise historically valid questions. I am beginning to use sources of information in different ways to help me answer questions about the past.	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.	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), Settler, Settlements, Cause, Consequences,

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			<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>	<p>Significant individuals, Rebellion, Rome, Hadrian's Wall, Roman Soldiers, Emperor, Rulers, Parliament, Conquer, Armour, Evidence, Myth, Democracy</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 some reasons for the</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 one event may</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, Peasantry, Poverty,</p>

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		main events and changes for the period that I am studying.	<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.	lead to many other events.	Democracy, Dictator, Historical interpretation, Historical claims, Allies, Axis, Evacuation, Occupation, Phoney War, Law, Evidence, Myth, Democracy, Olympics
Year 5	I can show a greater understanding of chronology and order of events, people and objects.	I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	I can pick out and understand different ways that the past is shown and suggest reasons for this.	Identify and give reasons for, and the result of, historical events, situations and changes.	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, Peasantry, Poverty, Democracy, Dictator, Historical interpretation,
Tudors	I have a greater understanding of how the past can be divided into different periods of time.	I know, understand and can recall the historical events, people and changes of the period that I am studying.	I am beginning to show how features of the past have been retold and interpreted in different ways.	To understand how these people/events have affected and developed Britain today.	
Ancient Greece	I can pick out similarities and differences between different periods of time and know some significant dates.	I can give reasons for the main events and changes for the period that I am studying.	I am beginning to understand how evidence is used to make historical claims.	Understand that one event may lead to many other events.	
Mayan Civilization					

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			<p><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.</p> <p>I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</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>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>
<p>Year 6 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 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>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.</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</p>

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	I can recognise some trends between significant events/periods over time.	I use my knowledge of historical events/people to reflect on how Britain has influenced and been influenced by the wider world.	<p>of evidence are reliable and most useful for particular tasks.</p> <p><u>Organisation and communication</u></p> <p>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>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>individuals, Rebellion, Emperor, Rulers, Parliament, Conquer, Armour, Chronology, Peasantry, Poverty, Democracy, Dictator, Historical interpretation, Historical claims, Allies, Armada, Legacy, Exhibit, Reform, Famine,</p>
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