

History Progression

		HISTORICAL INTERPRETATIONS	HISTORICAL INVESTIGATIONS	CHRONOLOGICAL UNDERSTANDING	KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST	PRESENTING, ORGANISING AND COMMUNICATING
Class 1 Progression	Reception Autumn Term – baseline	<ul style="list-style-type: none"> Bring in photographs, videos, visitor Preserve memories of special events e.g. make a book, video, photos 	<ul style="list-style-type: none"> Question why things happened & give explanations Understand why and how questions Asks who, what, when & how 	<ul style="list-style-type: none"> Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Remembers & talks about significant times or events for family & friends Begin to make sense of own life-story & family's history 	<ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world Share stories about people from the past who have an influence on the present 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because
	End of Reception	<ul style="list-style-type: none"> Use talk to organise, sequence & clarify thinking, ideas, feelings & events 	<ul style="list-style-type: none"> Ask questions to find out more & to check understanding of what has been said Understands questions such as who, why, when, where & how Understands a range of complex sentence structures including tense markers Engage in non-fiction books 	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events Compare & contrast characters from stories, including figures from the past Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Articulate ideas & thoughts in well-formed sentences Ask questions to find out more & to check understanding of what has been said 	<ul style="list-style-type: none"> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain
	Year 1	<ul style="list-style-type: none"> Answer questions using a range of artefacts/ photographs/pictures provided Talk about the different ways that the past is represented 	<ul style="list-style-type: none"> Show some understanding of how people find out about the past Show some understanding of how evidence is collected and used to make historical facts Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using different sources, such as an information book or pictures 	<ul style="list-style-type: none"> Put up to three objects in chronological order (recent history) on a time line Label timelines with pictures, words or phrases Tell others about changes that have happened in my own life since I was born Talk about how things have changed since my parents or grandparents were children Use dates to talk about people or events from the past? (when appropriate) 	<ul style="list-style-type: none"> Recount some interesting facts from an historical event Talk about some important people from the past Talk about how their actions changed the way we do things today Recognise that there are reasons why people in the past acted as they did Tell you how I found out about people or events in the past Find out more about a famous person from the past and carry out some research Find out something about the past by talking to an older person 	<ul style="list-style-type: none"> Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times? Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate? Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?
		HISTORICAL INTERPRETATIONS	HISTORICAL INVESTIGATIONS	CHRONOLOGICAL UNDERSTANDING	KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST	PRESENTING, ORGANISING AND COMMUNICATING
National Curriculum Aims Key Stage 1						
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.						
		Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework	Pupils should identify similarities and differences between ways of life in different periods. Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.	They should use a wide vocabulary of everyday historical terms.
National Curriculum Aims Key Stage 2						
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.						
		Children should understand how our knowledge of the past is constructed from a range of sources.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Children should note connections, contrasts and trends over time.	Pupils should develop the appropriate use of historical terms.

PARK STREET PROGRESSION - YEARS 1-6

Yellow = New Learning

		Y1	Y2	Y3	Y4	Y5	Y6
Topics With History Focus	A	A1-2 – Ready, Steady Go! and Trip to a Museum (Toys C1 and Homes C2) Sp1 - Up, up and Away (Space, C1) and (Flight, C2) Su1 - We are World Explorers (C1) Su2 - Oh, I do like to be beside the seaside (C1) and Oceans, Seas and Pirates (C2)		A1-2 - Ancient and Modern Greece Sp2 – Our Local Area –Classic Cambridge –Castle Street and Magdalene Bridge Su1 – Brilliant Britain History – Beyond Face Value		A1-2 - Ancient Egyptians & the River Nile Sp2-Su1 - Anglo-Saxons, Scots and Vikings	
	B	A1 - Marvellous Me (C1) and We're on fire! - How Dangerous Can Fire Be? (C2) A2 - Celebration and Festivals (C1) and We're on fire! - (C1) Sp2 - Kings, Queens and Castles(C2) Su1 - Castles (C1) and Historic Cambridge (Victorian school, C2))		A1 - A Street through Time Stone Age to Iron Age Britain Su1-2 – Romans, Italy and Volcanoes		A1-2 – World War II Sp1 – Inventors and Inventions Su1 – The Mayans	
HISTORICAL INTERPRETATIONS	NC	Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		Children should understand how our knowledge of the past is constructed from a range of sources.			
	Progression	<ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. 		<ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different introduce concept of propaganda to interpret past events in different ways begin to question the reliability of different primary and secondary sources 		<ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; confidently explain the difference between primary and secondary evidence and the impact of this on reliability; deepen understanding of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; evaluate the usefulness of different sources. 	
	Vocabulary	Use and understand terms such as: source, primary, artefact, fact, fiction, evidence, version		Use and understand terms such as: source, primary, artefact, fact, fiction, evidence, version, secondary sources, propaganda		Use and understand terms such as: source, primary, artefact, fact, fiction, evidence, version, secondary sources, propaganda, concept, reliability, interpretations	
HISTORICAL INVESTIGATIONS	NC	Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.		Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.			
	Progression	<ul style="list-style-type: none"> observe, study or handle evidence to ask and answer simple questions about the past; e.g. When? What happened? What was it like...? Why? Who was involved? observe, study or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. 		<ul style="list-style-type: none"> use a range of sources to answer questions about the past; beginning to differentiate between primary and secondary sources of information construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; 		<ul style="list-style-type: none"> confidently differentiate between primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; 	

		<ul style="list-style-type: none"> know some different types of source we can use to find out about the past e.g. using artefacts, pictures, stories and websites recognise why people did things or why events happened understand that primary sources were created during the time being studied start to make comparisons between their own lives and the past (similarity and difference, change, cause) 	<ul style="list-style-type: none"> regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research, suggesting where we might find answers and considering a range of sources. address historically valid questions about change, cause, similarity and difference, and significance (social, cultural and political). 	<ul style="list-style-type: none"> select relevant sections of information to address historically valid questions and construct detailed, informed responses; address and investigate their own lines of enquiry by posing historically valid questions to answer about change, cause, similarity and difference, and significance (social, cultural, political, religious, economic). consider questions on a local, national and international scale
	Vocabulary	Use and understand terms such as: source, artefact, primary, same/similarities, difference, change	Use and understand terms such as: source, artefact, primary, secondary, same/similarities, difference, change, cause, effect, significance, evidence, monarch	Use and understand terms such as: source, artefact, primary, secondary, same/similarities, difference, change, cause, effect, significance, evidence, monarch, economic, social, dictator, democracy, political, religious
CHRONOLOGICAL UNDERSTANDING	NC	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	
	Progression	<ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives 	<ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Develop increasingly secure chronological knowledge of local, British and world history 	<ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe, in some detail, the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
	Vocabulary	Use and understand terms such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	Use and understand terms such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, BC, AD, BCE, ACE, chronology, chronological order, sequence,	Use and understand terms such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, BC, AD, BCE, ACE, chronology, chronological order, sequence, movements, concurrently,
KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST	NC	<p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>	Children should note connections, contrasts and trends over time.	
	Progression	<ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; 	<ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; 	<ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people;

		<ul style="list-style-type: none"> know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 	<ul style="list-style-type: none"> explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied 	<ul style="list-style-type: none"> use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
	Vocabulary	Use and understand terms such as: same/similarities, difference, change, past, present, recount	Use and understand terms such as: similarities, difference, change, past, present, recount, compare, explain, influence, features, aspects, connections, contrasts,	Use and understand terms such as: similarities, difference, change, past, present, recount, compare, explain, influence, features, aspects, connections, contrasts, culture, religious, social, economic and political, attitudes, beliefs, trends
PRESENTING, ORGANISING AND COMMUNICATING	NC	They should use a wide vocabulary of everyday historical terms.	Pupils should develop the appropriate use of historical terms.	
	Progression	<ul style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, newspaper reports, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period.
	Vocabulary	Use and understand terms such as: A long time ago..., Recently..., When my ___ were younger..., years, decades, centuries, monarch, parliament, government, war	Use and understand terms such as: A long time ago..., Recently..., When my ___ were younger..., years, decades, centuries, monarch, parliament, government, war, empire, civilisation, ruled, reigned, empire, invasion, conquer, kingdoms;	Use and understand terms such as: A long time ago..., Recently..., When my ___ were younger..., years, decades, centuries, monarch, parliament, government, war, empire, civilisation, ruled, reigned, empire, invasion, conquer, kingdoms, democracy, civilisation, social, political, economic, cultural, religious