



# EASINGTON PRIMARY ACADEMY

## HISTORY PROGRESSION DOCUMENT

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological knowledge</b>	<p>Know that familiar events occur in a particular order.</p> <p>Know and understand past and present events in their own and family members' lives.</p>	<p>Know that a simple timeline is used to show where events occurred and when particular people were alive.</p> <p>Know how to talk about how things have changes in their own life since they were born and how things have changed since their parents, grandparents were born</p> <p>Know how to use dates to talk about people or events from the past</p>	<p>Know that one working timeline is used to show where all events and people studied have occurred and lived.</p> <p>Know how to label a simple timeline with pictures, words, or phrases</p> <p>Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past.</p>	<p>Know that there is a definitive, chronological order for the periods studied.</p> <p>Know how to use dates and historical terms to begin to describe events</p> <p>Know how to use timeline within a specific time in history to set out the order things may have happened</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives.</p> <p>Know that a specific time studied has key characteristics that help people understand what it would have been like to live then. And understand the concept of change over time</p>	<p>Know that the characteristics of the particular periods studied will determine their chronological place in history.</p> <p>Know how to use dates and historical terms to describe events and begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</p> <p>Know that change is shown by the similarities and differences between specific periods in time, representing this along with evidence on a timeline</p>	<p>Know that the chronological position of periods studied sometimes overlap or occur concurrently.</p> <p>Know how to create timelines which outline the development of specific features</p> <p>Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time and begin to understand the concept of continuity and change over time, representing them, along with some evidence on a timeline</p>	<p>Know that the chronology of significant events in periods of history subsequently shaped different societies.</p> <p>Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p> <p>Know how to describe the main changes in a period of history using terms such as social, religious, political, technological, and cultural</p> <p>Know how to make connections and contrasts between different time periods studied and talk about trends over time</p>

<b>Key vocabulary</b>	Order Family Past Old New First Next	Time line Changes Parents Grandparents Present Yesterday Today Tomorrow After Before	Label Time period Similarity Difference Sequence Earlier Later	Chronological Describe Millennium AD/BC Era	Quantify Invade Continuity Religious	Overlap Concurrently Development Medicine Weaponry Transport Compare Contrast Continuity Evidence Legacy Religious	Significant Societies Impact Social Religious Political Technological Cultural Trends
<b>Range and Depth of Historical Knowledge</b>	Know that people are important in their lives.  Know the difference between past and present	Know that people and objects existed, and events occurred before living memory.  Know how to answer questions about the past using a range of artefacts/ photographs/pictures	Know that some events and people in the past are seen as significant because they result in change.  Know why someone in the past acted in the way they did	Know that there are reasons for and results of people's actions in the past.  Know how to compare some of the times studied with those other areas of interest around the world  Know how to describe the social cultural or religious diversity of past societies	Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.  Know how events from the past have helped change our lives today	Know that great events had an impact on people's lives, and they have shaped society over time.  Know that significant events in history have helped shape the country we have today	Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.
<b>Key vocabulary</b>	Past Present	Artefact	Significant	Compare Social Cultural Diversity Society	Consequence Change Artefact	Impact Artefact	Evidence Refute Explain Artefact
<b>Historical interpretation</b>	Know that there are ways to find out about their past.	Know some reasons why people acted differently in the past.  Know that some forms of evidence	Know that there are sources of information to find out about the past.  Know how to explain the causes	Know that there are different accounts of historical event, explaining some of the reasons why the accounts may differ	Know that there are different interpretations of historical accounts.	Know that a piece of evidence may be biased.  Know that evidence can be justified	Know that some evidence from the past is propaganda, opinion or misinformation and that this affects

		are more reliable than others when finding out about the past	of a historical event and what the consequences were  Know how to choose and use parts of stories or other sources to show understanding of events and people in the past Know how to talk about what type of evidence is reliable when finding out about the past	Know that evidence is facts and/or information which can be proved  Know how to give reasons why certain people acted as they did  Know how to explain how events from the past have helped shape our lives today	Know that sources of evidence can be linked.  Know how to describe different accounts of a historical event, begin to explain why some of the reasons why the accounts may differ	based on usefulness and reliability. Know how to answer historical questions using information that I have carefully considered and selected	interpretations of history.  Know that there are reasons why there are different accounts of history.  Know that evidence is evaluated to determine which is the most reliable source.
<b>Key vocabulary</b>	Past	Reliable	Source Cause Consequence Reliable	Account Evidence Prove	Interpret	Biase Justify Useful	Evaluate
<b>Historical Enquiry</b>	Know about the past and present primarily through their own experiences and storytelling.	Know some specific sources that support learning about the past.  Know how to ask questions such as: What was it like for people? How long ago? What happened? using different sources, such as books or pictures	Know that key sources are used to effectively learn about the past.  Know how to ask questions and how to collect evidence to make a historical fact	Know that a wide range of sources are used to effectively learn about the past.  Know how to use more than one source of evidence for historical enquiry  Know how to use research skills to find out facts about the time period being studied	Know that primary and secondary sources vary in reliability.  Know that no single source of evidence gives the full answer to questions about the past	Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.  Know how to give reasons to support a historical argument	Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.  Know how to use a wide range of sources to evidence to deduce information about the past  Know how to identify and explain the understanding of propaganda

<b>Key vocabulary</b>	Story	Source Question Object Books Pictures Photographs Explain Because	Evidence Newspaper Like Dislike Observe Website Event	Enquire Research Opinion Judgement Witness	Primary Secondary Reliability Record Analyse Impact	Argument Contrast Suggest Influence Hypothesis	Deduce Identify Evaluate Conclude Motive
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