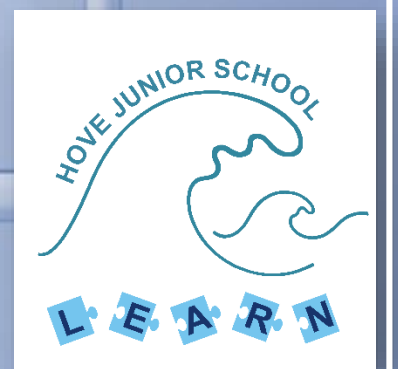




History Progression Ladder

WEST HOVE
INFANT SCHOOL
.....
A family of friends



	Year R (Subject: Past & Present)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
Chronological Understanding	By the end of Reception: They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.		By the end of KS1: Children 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.		By the end of Key Stage 2, children: 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.			
		<i>Sequencing of the school day. Visual timetable. Measure short periods of time.</i>	Place known events and objects in chronological order.	Describe where the people and events studied fit within a chronological framework. <i>Add people, events and dates to timelines. Sequence events which are close together on a time frame. Begin to make links between events and how they led on to one another.</i>	I know that the past can be divided into different periods of time	I can place events, artefacts and historical figures on a time line, using dates	I can compare some of the times studied with those of the other areas of interest around the world.	I can use dates and terms accurately when describing events
		<i>Recall changes that have happened in their own lives.</i>	Describe events and recount changes within living memory. <i>Describe memories and changes that have happened in their own lives.</i>	<i>Describe in detail events and recount changes within living memory.</i>	I can order some key events in history and understand the concept of change over time and represent this on a timeline	I can sequence events from a famous person's life, or a famous historical event/era	I can use dates and historical terms accurately when describing events.	I can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural
		<i>Begin to discuss differences about how we live now and how people used to live.</i>	<i>Begin to identify similarities and differences between ways of life in different periods.</i>	<i>Identify similarities and differences between ways of life in different periods.</i>			I can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural.	I understand the concepts of continuity and change over time, representing them, with evidence, on a time line
		<i>Begin to use words and phrases relating to the passing of time.</i>	Use common words and phrases relating to the passing of time.	Show an awareness of the past, using common words and phrases relating to the passing of time. <i>Measurements of time relating to quantities of years.</i>				
Vocabulary	A long time ago, yesterday, tomorrow When we were younger Morning, Afternoon. Months of the year Days of the week Minutes Hours Next, Before, after that		A long time ago, yesterday, tomorrow When we were younger Morning, Afternoon. Months of the year Days of the week, minutes, hours Next, before, after that, when I was...., when my parents/grandparents were children, recently, decades.	A long time ago, yesterday, tomorrow When we were younger Morning, Afternoon. Months of the year Days of the week, minutes, hours Next, Before, after that, when I was...., when my parents/grandparents were children, recently, past, present, future, timeline, decade, centuries, when my parents/ grandparents were young, chronological	dates, time, period, era, chronology, century, decade Prehistoric, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age. Before Christ (BC), anno domini (AD), Roman empire, Palaeolithic, century, population, expansion, change,			

Historical Enquiry	By the end of Reception: Children know some similarities and differences between things in the past and now. Compare and contrast characters from stories, including figures from the past.		By the end of KS1: Children should ask and answer questions, using other sources to show that they know and understand key features of events.		By the end of Key Stage 2, children: They should note connections, contrasts and trends over time. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.			
		<i>Begin to ask simple questions about the past.</i>	Find answers to some simple questions about the past from simple sources of information	Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Introduce primary/secondary sources. <i>Suggest ways they could find out more information.</i>	I can use evidence to ask questions and answer questions about the past	I can use more than one source of evidence for historical enquiry	I can use sources of evidence to deduce information about the past.	I can describe some characteristic features of past societies such as their beliefs, ideas, attitudes and social, cultural, religious or ethnic diversity
		<i>Begin to identify similarities/differences in artefacts and visual sources.</i>	Describe some simple similarities and differences between artefacts and visual sources.	<i>Explain similarities and differences between artefacts and visual sources.</i>			I can select suitable sources of evidence, giving reasons for choices.	I can use sources of evidence to deduce information about the past
		Use the language 'old' and 'new' when looking at objects.	Sort artefacts from 'then' and 'now' <i>Discuss the role of museums in our society.</i>	<i>Organise artefacts on a timeline</i>			I understand that no single source of evidence gives the full answer to questions about the past.	I can select suitable sources of evidence, refining lines of enquiry as appropriate
		<i>Begin to ask simple questions about the past.</i>	Start to ask and answer relevant basic questions about the past	Ask and answer relevant questions about the past				I understand that no single source of evidence gives the full answer to questions about the past
		<i>Discuss ways to find out information about the past.</i>	<i>Begin to develop an understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</i>	Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.				
Vocabulary	Old, new, find out		then, now, artefact, similarity, difference, find out, question, observation, what, when, who	question, research, primary, secondary sources, artefact, compare, observation, what, when, who how, why	DNA, archaeologist, historian.	Britannia, evidence, evaluate, represent, historical, differ	population, resort, expansion, blitz, reliable, similarity, difference, artefact, codices,	Propaganda
Historical Interpretation	By the end of Reception: Comment on images of familiar situations in the past Children understand the past through stories read in class. They know how to find more information.		By the end of KS1: Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		By the end of Key Stage 2, children: 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.			
	Is beginning to make sense of their own life-story and their family's history	<i>Show interest in illustrations and print in books. Listen to stories with increasing recall. Know that information can be retrieved from books and computers.</i>	Relate their own account of an event and understand that others may give a different version. <i>Start to look at sources to find out about the past. Identify some differences between ways of life and artefacts from different</i>	<i>Use primary and secondary sources to understand different versions of an event.</i> <i>Find out about the past from a range of sources and begin to compare them.</i>	I understand that some events from the past still affect people's lives	I can select, evaluate and record sources of relevant evidence	I can summarise some of the main events, people and changes of a historic period.	I can study an aspect or theme in British history that extends my chronological knowledge beyond 1066

			<i>times. Know how artefacts were used.</i>					
		Comment on images of familiar situations in the past	<i>Understand events beyond living memory that are significant nationally.</i>	Describe changes within living memory and aspects of change in national life.	I can suggest why things in the past happened	I can describe different accounts of a historical event and explain why some of the accounts may differ	I can describe some characteristic features of past societies such as their beliefs, ideas, attitudes and social, cultural, religious or ethnic diversity.	I can compare some of the times studied with those of the other areas of interest around the world
			<i>Informally discuss events beyond living memory that are significant nationally or globally.</i>	Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.	I understand the effects of events from history		I know that history can be represented and interpreted in different ways and I can evaluate sources of information.	I can show an awareness of the concept of historical propaganda and how historians must understand the social context of evidence studied
		<i>Touch on topics relating to historical places in his/her locality</i>	<i>Describe historical places in his/her locality (Lewes castle).</i>	Describe significant historical events, people and places in his/her own locality. <i>Prince Regent, Royal Pavilion</i> <i>Make comparisons between significant individuals who lived at the same time but led different lives (Prince Regent/Martha Gunn)</i>	I understand some aspects of the past beyond my living memory			I can explain why some events from the past still affect people's lives
Vocabulary	A long time ago, now	significant, event, local area, famous, important, sources, artefact, letter, photograph, painting, fossil	famous, significant, achievement, national, international, event, sources, artefact, letter, diary, photograph, painting, internet, biography	artefacts, inventions, Prehistoric, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age.	represent, artefacts, opinion, Empire	staged, reliable, unreliable, astronomy, sacrifice, vigesimal, logograms	holocaust, Nazi, evacuation, propaganda, rationing	
Organisation & Communication	By the end of Reception: Talk about the lives of the people around them and their roles in society		By the end of KS1: Children should use a wide vocabulary of everyday historical terms.		By the end of Key Stage 2, children: should develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information			
		<i>Be introduced to language regarding past and now</i>	Talk, draw or write about aspects of the past <i>Sort events or objects into groups.</i>	<i>Engage in longer pieces of writing such as diary entries, taking on the point of view of a significant individual (Nelson Mandela)</i> <i>Use timelines to order events, objects or place significant people.</i>	I can use historical words including dates, time period, era, change, chronology	I understand that events from the past are represented in many different ways	I can give a broad view of life in Britain and some major events from the rest of the world.	I can accurately use historical words including dates, time, period, era, change, chronology, continuity, century, decade, legacy
				Use a wide vocabulary of everyday historical terms		I can use historical words including: dates, time period, era, change, chronology	I can accurately use historical words including dates, time, period, era, change, chronology, continuity, century, decade, and legacy.	I understand why beliefs were so influential in making a civilisation behave in a certain way
		Talk about the lives of the people around them and their roles in society (ELG) <i>Use language to recreate roles.</i>	<i>Recount and tell stories about the past.</i>	Speak about how they found out about the past				I can express historical empathy, for example understanding the range of feelings that children might have had during events in history

		Discuss a sequence of events relating to them.	Sequence of events relating to them.	Record learning by drawing and writing. Use timelines to show a sequence of events. Communicate in different ways such as writing, pictures, talking, drama.				I can give sensible reasons for, and impacts of, events and changes in Britain and other countries
Vocabulary			sort, order, recount, story	sequence, order, point of view, recount, timeline, letter, diary	dates, time period, era, change, chronology	era, period, empire, age, kingdoms,	century, legacy, architecture, hieroglyph	
Understanding of Events, People & Changes	By the end of Reception: Children show an understanding of the past through settings, characters and events encountered in books read in class and storytelling		By the end of KS1: Children should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.		By the end of Key Stage 2, children: 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.			
		Show an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)	Understand key features of events	<i>Understand how key events in history (Rosa parks/Nelson Mandela/moon landing) have led to important changes in national life within living memory.</i> <i>Describe how commemorative events (e.g. Bonfire night) have changed within living memory</i>	I understand that my life is different from the lives of people in the past	I understand about the important events, people and changes of the period I am studying	I know and understand the impact of historical events and changes in Britain and other countries.	I can understand the power of the monarchy and how this compares to modern day
		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG)	Identify some similarities and differences between ways of life in different periods. <i>An exploration of life in a castle, e.g. various jobs and roles.</i>	Identify some similarities and differences between ways of life in different periods.	I understand the important events, people and changes of the period I am studying	I can describe the ideas, beliefs, attitudes and experiences of men, women and children in the past	I can describe the social, ethnic, cultural or religious diversity of past society.	I can describe the characteristics features of the past including the ideas, beliefs, attitudes and experiences of men, women and children
		Are able to compare and contrast characters from stories, including figures from the past	Discuss the lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning)	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.	I can describe the ideas, beliefs, attitudes and experiences of men, women and children in the past	I can understand changes that have happened in the locality of the school throughout history	I can describe the ideas, beliefs, attitudes and experiences of men, women and children in the past.	I can describe the social, ethnic, cultural or religious diversity of past society
							I can identify continuity and change in the history of the locality of the school.	
Vocabulary	same, different, then, now		similarity, difference, way of life, event, achievement	compare, international, national, achievement, significant, way of life, sources	legacy, change, continuity			
					Tribes, hillfort, Skara Brae, Stonehenge, round house.	emperor, empire, Roman province, rebellion, Latin, aqueduct, legionnaire, hypocaust, raid, pillage, settlement, Danelaw, saga, Longship	Palaeolithic, bathers, shampoo spa, legacy, civilisation, deity, belief	Allies and Axis Powers, propaganda, rationing, evacuation, Nazi, dictator, holocaust, concentration camp, conscientious objector