

PROGRESSION DOCUMENT SUMMARY – WINCHELSEA PRIMARY

	Chronology	Knowledge and Understanding of events, people and changes in the past	Historical enquiry
EYFS Past and Present	Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Frequently share texts, images and tell oral stories that help children begin to develop an understanding of the past and present. Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Talk about and understand changes in their own lifetime, by creating a personal timeline. Recount an event, orally, pictorial and/or with captions.	Talk about members of their immediate family and the relationship to them. Name, describe and know people who are familiar to them. Talk about photos and memories. Encourage children to retell what their parents told them about their life- story and family. Draw out and know common themes from stories such as bravery, difficult choices and kindness, talk about children’s experiences with these themes	Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.
Year 1 Florence Nightingale. Seaside Holidays from the past	Begin to sequence artefacts and events that are close together in time. Order dates from earliest to latest on simple timelines. Sequence/sort pictures from different periods. Describe memories and changes that have happened in their lives. Begin to use words and phrases such as: old, new, earliest, latest, past, present, future, new, newest, old, oldest, modern, before, after to show the passing of time.	Begin to recognise and know some similarities and differences between the past and the present. Know basic similarities and differences between ways of life in different periods. Describe and know significant individuals from the past.	Begin to observe or handle evidence to ask simple questions about the past. Begin to observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.
Year 2 The Great Fire of London. Gunpowder Plot	Recognise and know similarities and differences between the past and the present. Know and recount significant events in history. Describe significant individuals from the past. Know the similarities and differences between ways of life in different periods. Know that there are reasons why people in the past acted as they did.	Recognise and know similarities and differences between the past and the present. Know the similarities and differences between ways of life in different periods. Know and recount significant events in history. Describe significant individuals from the past. Know that there are reasons why people in the past acted as they did.	Observe or handle evidence to ask simple questions. Observe 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.
Year 3 The Stone Age. Ancient Greece	To know a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe and know dates of and order significant events from the period studied.	To know the culture and leisure activities from the past. Use evidence to know the clothes, way of life and actions of people in the past. To know buildings and their uses to people from the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.
Year 4 Invaders and Settlers	To know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe and know the main changes through history. Historical interpretation Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.	Use evidence to know what was important to people from the past. To know how the lives of rich and poor people from the past differed through studying evidence. Describe and know similarities and differences between people, events and artefacts studied. To know how some of the things I have studied from the past affect/influence life today.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past.
Year 5 Crime and Punishment Benin Settlements	Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe and know the main changes in a period in history.	Choose and know reliable sources of information to find out about the past. To know similarities and differences between some people, events and artefacts studied. Describe and know how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Use documents, printed sources (e.g. archive materials) the Internet, databases, Pictures, photographs, music, artefacts, historic buildings, visits to museums. Galleries, visits to sites to collect evidence. Choose reliable sources of evidence to answer questions, realising that there is not often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.
Year 6 Victorians WWII Shang Dynasty	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe and know the main changes in a period in history.	Choose reliable sources of information to find out about the past. To know similarities and differences between some people, events and artefacts studied Describe and know how historical events studied affect/influence life today. To know the links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Use documents, printed sources (e.g. archive materials) the Internet, databases, Choose reliable sources of evidence to answer questions, realising that there is Know there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.