

Allanson Street Primary School – History Progression Document



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HISTORICAL KNOWLEDGE - Constructing the past	<p>Identifying that things from the past might be different from today.</p> <p>To discuss experiences of celebrations within their own immediate history – Hallowe’en, Bonfire night, birthdays etc.</p>	<p>Identifying that things have happened in the past, relating to themselves and within living memory.</p> <p>To know things were different in the past and know things happened before I was born.</p> <p>To know that events of the past have impacted celebrations and events today</p>	<p>To know events in the past and significant people from the past have helped shape the present.</p> <p>To identify some themes that link history together – locality, toys / technology, nurses, etc.</p> <p>To know about the legacy of Dr Richard Allanson Gaskell and his impact within St Helens.</p>	<p>To know significant events and individuals from the past have helped shape the present locally, nationally and internationally.</p> <p>To identify some themes that link history together – locality, transport, holidays and make connections between them.</p> <p>To understand the significance of the Rainhill Trials and George Stephenson’s Legacy in the development of the Railways.</p>	<p>To build a coherent knowledge of the Stone, Bronze and Iron ages focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • settlements <p>To build a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations:</p> <ul style="list-style-type: none"> • society • food / agriculture • achievements, • beliefs <p>To know about the Pilkington Brothers and their legacy locally and internationally.</p>	<p>To build a coherent knowledge of the Ancient Maya, their chronological place in history and their impact on future civilisations:</p> <ul style="list-style-type: none"> • society, • beliefs • achievements, <p>To build a coherent knowledge of British history through a study of Roman Britain:</p> <ul style="list-style-type: none"> • society, • invasion / empire • achievements, <p>To know the history of Saints Rugby team and its legacy locally and achievements over time.</p>	<p>To identify the impact of the Ancient Greeks on the western world and their chronological place in the context of world history:</p> <ul style="list-style-type: none"> • society, • achievements, • Olympics <p>To build a coherent knowledge of British history through a study of Anglo-Saxon and Scots:</p> <ul style="list-style-type: none"> • Invasion • settlements / housing, • achievements, <p>To know the history of The Gamble Building and its significance in St Helens.</p>	<p>To build an understanding of post-1066 Britain through a study of WWII and its impact today:</p> <ul style="list-style-type: none"> • society / families change • impact / change • NHS • society / immigration <p>To build a coherent knowledge of British history through a study of Anglo-Saxon and Vikings:</p> <ul style="list-style-type: none"> • invasion / settlement • bias • achievements • society • beliefs <p>To understand the importance of coal mining within St Helens and to know about the history of Sutton Manor Colliery.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORICAL ENQUIRY</p>	<p>Start to ask simple questions about people or events from within living memory.</p>	<p>Start to ask simple questions about people or events from the past.</p>	<p>To obtain ideas about the past from pictures and other sources.</p> <p>To explore events, look at pictures, e.g. which things are old / which are new? What were people doing?</p> <p>To look at one artefact from the past and ask questions, e.g. What can I see? What might it be used for and who might have used this and why? What does it tell you about people in the past?</p>	<p>To draw simple conclusions and deduce information on the past from pictures and information.</p> <p>To begin to ask informed, relevant questions.</p> <p>To begin to understand that information on the past may differ.</p> <p>To look at one artefact from the past and ask questions, e.g. What can I see? What might it be used for and who might have used this and why? What does it tell you about people in the past?</p>	<p>To be aware that there are different types of historical sources – primary and secondary.</p> <p>To examine historical artefacts and suggest what they tell us about the time period.</p> <p>To begin to make deductions from sources that go beyond simple observation.</p> <p>To ask relevant questions.</p> <p>To identify some different ways in which the past is represented.</p>	<p>To be able to identify and use different examples of types of resources.</p> <p>To examine historical artefacts and describe what they tell us about that time in History.</p> <p>To make deductions from primary and secondary sources that go beyond simple observations.</p> <p>To ask relevant questions and begin to find answers to historical questions.</p>	<p>To examine and compare historical artefacts, explaining what they reveal about that time in History.</p> <p>To use evidence to find answers to enquiry-based questions with structured support.</p> <p>To identify different views and begin to suggest reasons why they have occurred.</p> <p>To recognise and know the difference between primary and secondary sources.</p>	<p>To analyse artefacts and sources of evidence for their accuracy, usefulness and relevance and combine them to answer enquiry-based questions.</p> <p>To recognise primary and secondary sources and identify those that are useful to the task.</p> <p>To question historical evidence and simply take it at face value.</p> <p>To answer and devise own historically valid questions about change, cause, similarity and difference and significance.</p>
	<p>What does this look like?</p>	<p>Children are exposed to a variety of texts that help them to understand the past – clothing, words, characters, themes etc.</p>	<p>Mystery artefact enquiry questions – no written recording, just verbal discussion filmed. Class is split into two groups; each group's learning is scaffolded by an adult.</p>	<p>Mystery artefact worksheets – children work in small mixed ability groups of 3 or 4.</p> <p>Whole class discussion – begin to generate at least two questions about mystery artefact.</p>	<p>Work in small groups to observe two artefacts from the past and ask questions, e.g. What do you observe? What might it be used for and who might have used this and why? What does it tell you about people in the past? Think of 2 or 3 more questions this makes you ask.</p>	<p>Work in small groups to observe one artefact from the past and ask questions, e.g. What do you observe? What might it be used for and who might have used this and why? What does it tell you about people in the past? Think of 3 more questions this makes you ask. What did you find out from your research? Can you summarise your findings to share...</p>	<p>Work in pairs to observe one artefact from the past and ask questions, e.g. What do you observe? What might it be used for and who might have used this and why? What does it tell you about people in the past? Think of 3 more questions this makes you ask. What did you find out from your research? Can you summarise your findings to share...</p> <p>- Children could use interview format to film each other asking and answering the questions.</p>	

Chronology / Sequencing the past	<p>Class timelines used to show the history of the children's year in Nursery.</p> <p>To mark events as they happen throughout the year.</p> <p>To explore language of time as children observe growth of plants and life cycle of a butterfly.</p>	<p>Use simple language that relates to the passing of time – e.g. 'past' 'before' 'now' 'then'</p> <p>To create their own time line of images from baby – toddler – to now.</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order – development of toys and technology</p>	<p>Identifying and comparing 'themes' from different periods of time – flight / holidays</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning</p>	<p>Placing Stone, Bronze and Iron Ages into chronological context.</p> <p>Placing early civilisations into chronological context – in-depth Ancient Egyptians</p> <p>Beginning to construct and explain timelines (scale, duration, interval)</p> <p>Begins to make links between periods studied</p>	<p>Placing Ancient Maya into chronological context.</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Can place history topics into a coherent framework (narrative) and explain links between some periods</p>	<p>Placing the Anglo-Saxons and Scots into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Can construct and compare concurrent timelines</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing WWII Britain into chronological context and it's legacy and impact today</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Can construct and compare concurrent timelines</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>
	<p>What does this look like?</p>	<p>Vocabulary of time is modelled by staff and children are encouraged to use it in their communications (before, yesterday, last week etc).</p> <p>Children to discuss events from the past and place them in order, e.g. moon landing</p>	<p>Dienes – base 10 years / decades</p> <p>-Children represent years of life using base 10 and compare with adults in the room</p> <p>-A long time ago</p> <p>-Then / now</p>	<p>Dienes – decades / century</p> <p>-Put 3 or more people events or mystery artefacts in order using a given scale</p> <p>-Beyond 100 years</p>	<p>Using scaled timelines</p> <p>-Use timelines to place events in order 10 /100, century, decade AD / BC</p>	<p>-Decade (10), century (100), Millennium (1000)</p> <p>-Nineteenth century' for 1845</p> <p>-We live in the 21st century</p>	<p>Drawing Scaled Timelines</p> <p>Give a selection of events from history</p> <p>-Decide on a suitable scale</p> <p>-Plot the points</p> <p>- Show duration</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Interpretation</p>	<p>Children are exposed to a variety of texts that help them to understand the past – clothing, words, characters, themes etc.</p>	<p>Understanding that items can tell us about someone or something.</p> <p>To begin to identify ways in which the past is represented through artefacts, photographs and stories</p> <p>To ask simple questions about artefacts</p>	<p>To begin to identify different ways to represent the past (e.g. stories, photos, books, videos, adults talking about the past).</p>	<p>To understand that there are different sources of historical evidence (e.g. artefacts, photos, books, videos, adults talking about a specific time period in which they lived)</p> <p>To look at evidence and suggest reasons why people in the past may have acted in the way they did.</p>	<p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p> <p>To explore the idea that there are different accounts of history.</p> <p>To look at different representations of the same period, e.g. museums, cartoons, photographs, mystery artefacts, etc.</p> <p>To begin to evaluate the usefulness of different sources of evidence.</p>	<p>Identify why interpretation of sources is critical to our understanding of the past</p> <p>To distinguish between different sources and evaluate their usefulness.</p> <p>To look at different versions of the same event in history and identify similarities and differences.</p> <p>To understand that aspects of the past have been represented and interpreted in different ways.</p>	<p>To compare accounts of events from different sources – fact or fiction.</p> <p>To suggest possible reasons for conflicting historical accounts</p> <p>To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>To use reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>	<p>To evaluate evidence to choose the most reliable forms.</p> <p>To be aware that different evidence will lead to different conclusions.</p> <p>To give clear reasons why there may be different accounts of history, linking this to a factual understanding of the past.</p> <p>To understand the possibilities of bias when interpreting sources and understand that there can be different interpretations of the same event and they can be written from differing viewpoints.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Questions to Ask:</p>	<p>Floor Book photographs are used to encourage children’s recall of their learning.</p> <p>Children are encouraged to answer ‘how’ and ‘why’ questions.</p>	<ul style="list-style-type: none"> - What does this picture tell us about this time/person/ event? - Make a link between two pictures and explain the connection - Give two facts from this picture. - Explain why... 	<ul style="list-style-type: none"> - What does this picture tell us about this time/person/ event? - Make a link between two pictures and explain the connection - Give two facts from this picture. - Explain why... - Explain the connection between source * and source * - Do you agree with source *... give your reasons? - How did --- change during the period ---? - Explain the importance of ... for... 	<ul style="list-style-type: none"> - What does this picture tell us about this time/person/ event? - Make a link between two pictures and explain the connection - Give two facts from this picture. - Explain why... - Explain the connection between source * & source * - Do you agree with source *... give your reasons? - How did --- change during the period ---? - Explain the importance of ... for... - What can be inferred from the source? - How useful is source * for a historical enquiry? - How far do interpretations in sources * and * agree/disagree? - Explain the consequences of ... 			