

# History Progression at Dorchester Primary School

*"A people without the knowledge of their past, origin and culture, is like a tree without roots." - Marcus Garvey*

## Knowledge and Understanding

## Skills and Enquiry

*Enquiry (use of source and perspective)*

*Interpretation and reliability (connections, consequences)*

N	<ul style="list-style-type: none"> <li>Recognise and talk about the key changes in own life</li> <li>Can sequence events, within the day and week and year</li> <li>Order things in own lives – events celebrated over time</li> <li>Understand the frequency of events</li> <li>Use language of time – yesterday, tomorrow, birthday, year, now ,later, next, every</li> </ul>	<ul style="list-style-type: none"> <li>Can make comparisons from photos and oral accounts</li> <li>Describing people, events using increasingly precise language</li> </ul>
Vocabulary	yesterday, tomorrow, birthday, year, now ,later, next, every	
R	<ul style="list-style-type: none"> <li>How family members across generations live differently</li> <li>Describe memories of key events in lives</li> <li>Describe patterns and change over time of people, natural world Can sequence events in their life</li> <li>Use the language of time – night, day, month, year, season, after, before.</li> <li>Use ordinal numbers to sequence events (maths).</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons of oral accounts, observation over time</li> <li>Talk about past and present events in own lives and for family or class members</li> <li>Compare details from different versions of same event</li> </ul>
Vocabulary	night, day, month, year, season, after, before	
Year 1	<b>National Curriculum</b> <ul style="list-style-type: none"> <li><b>Changes in living memory and aspects of change in national life</b></li> <li><b>Events beyond living memory significant nationally or globally</b></li> <li><b>Significant historical events, people, places in their locality</b></li> <li>Can understand that history happens in a specific order (First, second, after)</li> <li>Can acknowledge the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>Can ask questions to further own knowledge about a time period/ event</li> <li>Find answers to simple questions about the past from sources of information</li> <li>Can give clear reasons for events beyond retelling</li> <li>Use first-hand accounts to draw conclusions</li> <li>Sequence 3 or 4 artifacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is</li> </ul>

	<ul style="list-style-type: none"> <li>Compare aspects of life in different periods (2 periods)</li> </ul>	<ul style="list-style-type: none"> <li>represented.</li> <li>With support can identify similarities and differences between time periods studied</li> <li>Can use stories to recognise fact and fiction about historical events</li> <li>Can recount episodes and stories about the past</li> <li>Compare 2 versions of the same event</li> </ul>
<b>Vocabulary</b>	Castle, motte, bailey, fort, knights, battle, Queen, London, royal, past, present, reign, fossil, herbivore, carnivore, omnivore, Paleontologists, first, second, after	
<b>Year 2</b>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li><b>The lives of significant individuals who have contributed to national and international achievements</b></li> <li><b>Events beyond living memory significant nationally or globally Great Fire of London</b></li> <li><b>Significant historical events, people, places in their locality</b></li> <li>Can identify similarities and differences between time periods studied (3 periods)</li> <li>Know about the conditions of life in given period</li> <li>Know where studied events fit into a chronological timeline (at least 3 events for a certain period)</li> <li>Can understand cause and effect within an event</li> </ul>	<ul style="list-style-type: none"> <li>Can ask questions to further own knowledge about a time period/ event</li> <li>Observe and handle sources to answer questions about the past from simple observations</li> <li>Decide on the best source of evidence</li> <li>Can say why some people are remembered more than others</li> <li>Sequence artefacts closer together in time and check with other sources (eg reference texts)</li> <li>Can use sources/ stories/ artefacts to explain key features of events/ time periods</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>Compare versions of a past event</li> <li>Understand the difficulties and differences in first hand accounts</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/stories and explain how we really know</li> </ul>
<b>Vocabulary</b>	Crimean War, WWI, allies, treason, Victorian, wooden toys, paper toys, metal toys, plastic toys, 20th century, 21st century, axe, fire hook, fire of London, St Pauls Cathedral,	
<b>Year 3</b>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li><b>Changes in Britain from Stone Age to Iron Age</b></li> <li><b>The achievements of the first civilisations – (an</b></li> </ul>	<ul style="list-style-type: none"> <li>Can ask questions to further own knowledge about a time period/ event</li> <li>Use a range of sources to find out about a period</li> </ul>

	<p><b>overview of where and when the first civilisations appeared- Y5) and a depth study; Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Know where studied events (including events studied in previous school years) fit into a chronological timeline</li> <li>• Can note trends over time and connections between periods studied</li> <li>• Place the time studied on a time line (with at key events from the historical period)</li> <li>• Use terms related to the period and date events</li> <li>• Use and understand the terms BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Observe small details – artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the texts and internet for research about a historical period</li> <li>• Sequence several events or artefacts within a studied period of time</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the period – museum, cartoons etc.</li> </ul>
Vocabulary	age. agriculture. Ancestors canoes. cave art. cavemen. Ceremonies farming. fire	
Year 4	<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>• <b>An aspect of theme in British history beyond 1066 - the legacy of Greek culture</b></li> <li>• <b>The achievements of the first civilisations – an overview of where and when the first civilisations appeared</b></li> <li>• <b>The Roman Empire and its impact on Britain</b></li> </ul> <ul style="list-style-type: none"> <li>• Can begin to use sources/ stories/ artefacts to note trends over time and connections between periods studied</li> <li>• Know where studied events (including events studied in previous school years) fit into a chronological timeline</li> <li>• Place the time studied on a time line (with at least 6 events from the historical period)</li> <li>• Use terms related to the period and date events</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask questions to further own knowledge about a time period/ event</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask a variety of valid questions</li> <li>• Use the texts and internet for research about a historical period</li> <li>• Sequence events or artefacts within a studied period of time</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Look at the evidence available in order to interpret the relevant period of history</li> <li>• Evaluate the relevance and usefulness of different primary and secondary sources</li> <li>• Begin to understand why different historical periods have a variety of information</li> </ul>
Vocabulary	Invention, invasion, strategy, impact, revolt, society, influence, organisation, myth Influence, Gods, Olympics, Athens, Alexander the Great, belief, Sparta	

Year 5	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>• <b>Viking and Anglo-Saxon struggle for the Kingdom of England</b></li> <li>• <b>Britain's settlement by Anglo-Saxons and Scots</b></li> <li>• <b>A study of an aspect or theme in British history that extends pupil chronological knowledge beyond 1066:</b></li> <li>• <b>The changing power and influence of monarchs: The Tudors</b></li> <li>• Know where studied events (including events studied in previous school years) fit into a chronological timeline</li> <li>• Place the time studied on a time line (with multiple key events from the historical period)</li> <li>• Make comparisons between different times in the past –short and long term timescales</li> <li>• Use relevant terms and vocabulary within the contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask questions to further own knowledge and ones that challenge the validity of peers views</li> <li>• Identify and understand where it is important to use primary and secondary sources</li> <li>• Use evidence (sources) to build up a picture of a past event including balance and evaluation of a range of perspectives</li> <li>• Select relevant sections of information from range of sources</li> <li>• Use the internet, texts, maps for research with increasing confidence and precision</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Link sources and interpret how conclusions have been drawn</li> <li>• Offer some reasons for different versions of events based on author of sources and where the source has initiated from</li> <li>• Most of the time uses sources/ stories/ artefacts to note trends over time and connections between periods studied</li> </ul>
Vocabulary	Protestant, settlers, Anglo-Saxon, Viking, Long-ship, Normandy, Monasteries, Monarchs,	
Year 6	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>• <b>A study of an aspect or theme in British history that extends pupil chronological knowledge beyond 1066: A significant turning point in British history World War II</b></li> <li>• <b>A local history study – aspect significant in locality</b></li> <li>• <b>Local aspect of WWII – event, place</b></li> <li>• <b>Local theme: Migration - Who are the British?</b></li> <li>• Know where studied events (including events studied in previous school years) fit into a chronological timeline</li> <li>• Place the time studied on a time line (with multiple key events from the historical period)</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask questions to further own knowledge and ones that challenge the validity of ideas/ sources</li> <li>• Can construct questions from sources and create valid answers</li> <li>• Can evaluate which sources most useful for a question</li> <li>• Use a range of sources to identify how a period of history or event has been constructed to what we know it today</li> <li>• Suggest omissions and the means of finding out relevant information</li> <li>• Bring knowledge gathered from several sources together into a fluent, coherent written account</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand cause and effect and the impact or influence over time of an act/change.</li> <li>• Make connections and contrasts between civilizations, ideas and influences including evaluation of impact on present day.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate historical perspective placing knowledge into context</li> <li>• Link sources and interpret how conclusions have been drawn</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use and question the reliability of a range of sources</li> <li>• Can use sources/ stories/ artefacts to note trends over time and connections between periods studied</li> <li>• Make connections between local, regional, national and international history</li> </ul>
<b>Vocabulary</b>	Allies, Nazi, attack, defence, propaganda, evacuation, rationing, Holocaust, surrender, evacuees, air raid, shelter, blackout, host family, gas mask, morse code, Maya, god, civilisation, similarities, religion, Pok-a-tok, sacrifice, differences, Feminism, Equality, Welfare, Poverty, Trends, Chronology, Decade, Vote	