

Chapel St Leonards Primary School
Progression of Key Concepts in History

Year	Autumn	Spring	Summer
Y1	History Detectives	The World came to my place today	A journey to... Australia
Introduce Revisit	<p>H1: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>H4: Identify some of the different ways the past has been represented.</p> <p>H8: Label time lines with words or phrases such as: past, present, older and newer.</p> <p>H9: Recount changes that have occurred in their own lives.</p> <p>H10: Use dates where appropriate.</p> <p>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>H5: Describe historical events.</p> <p>H6: Describe significant people from the past.</p> <p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>H4: Identify some of the different ways the past has been represented.</p> <p>H9: Recount changes that have occurred in their own lives.</p> <p>H10: Use dates where appropriate.</p> <p>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>H13: Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>H1: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>H5: Describe historical events.</p> <p>H6: Describe significant people from the past.</p> <p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p>H10: Use dates where appropriate.</p> <p>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>H12: Show an understanding of the concept of nation and a nation's history.</p> <p>H13: Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>
Y2	London	At the Seaside	A journey to... Kenya
Introduce Revisit Embed	<p>H1: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>H4: Identify some of the different ways the past has been represented.</p> <p>H6: Describe significant people from the past.</p> <p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>H12: Show an understanding of the concept of nation and a nation's history.</p> <p>H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H5: Describe historical events.</p> <p>H8: Label time lines with words or phrases such as: past, present, older and newer.</p> <p>H9: Recount changes that have occurred in their own lives.</p> <p>H10: Use dates where appropriate.</p>	<p>H10: Use dates where appropriate.</p> <p>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>H1: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H3: Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>H4: Identify some of the different ways the past has been represented.</p> <p>H8: Label time lines with words or phrases such as: past, present, older and newer.</p> <p>H9: Recount changes that have occurred in their own lives.</p>	<p>H5: Describe historical events.</p> <p>H6: Describe significant people from the past.</p> <p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p>H10: Use dates where appropriate.</p> <p>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>H12: Show an understanding of the concept of nation and a nation's history.</p> <p>H13: Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>

Y3	The Stone Age Stinks	River Deep, Mountain High	A journey to... Italy
Recap	<p>H1: Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>H2: Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>H4: Identify some of the different ways the past has been represented.</p> <p>H5: Describe historical events.</p> <p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p>H8: Label time lines with words or phrases such as: past, present, older and newer.</p> <p>H10: Use dates where appropriate.</p> <p>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>		<p>H7: Recognise that there are reasons why people in the past acted as they did.</p> <p>H8: Label time lines with words or phrases such as: past, present, older and newer.</p> <p>H11: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>H12: Show an understanding of the concept of nation and a nation's history.</p> <p>H13: Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>
Introduce Revisit	<p>H1: Use evidence to ask questions and find answers to questions about the past.</p> <p>H2: Suggest suitable sources of evidence for historical enquiries.</p> <p>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p>H7: Give a broad overview of life in Britain from ancient until medieval times.</p> <p>H8: Compare some of the times studied with those of other areas of interest around the world.</p> <p>H9: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H11: Place events, artefacts and historical figures on a time line using dates.</p> <p>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>H13: Use dates and terms to describe events.</p> <p>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p>H2: Suggest suitable sources of evidence for historical enquiries.</p> <p>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>H1: Use evidence to ask questions and find answers to questions about the past.</p> <p>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p>H8: Compare some of the times studied with those of other areas of interest around the world.</p> <p>H9: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>H13: Use dates and terms to describe events.</p> <p>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>

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Y4	Anglo Saxons and Vikings	Earthquakes and Volcanos	A journey to... Brazil
Introduce Revisit Embed	<p>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p>H7: Give a broad overview of life in Britain from ancient until medieval times.</p> <p>H8: Compare some of the times studied with those of other areas of interest around the world.</p> <p>H9: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H11: Place events, artefacts and historical figures on a time line using dates.</p> <p>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>H1: Use evidence to ask questions and find answers to questions about the past.</p> <p>H2: Suggest suitable sources of evidence for historical enquiries.</p> <p>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>H13: Use dates and terms to describe events.</p>	<p>H2: Suggest suitable sources of evidence for historical enquiries.</p> <p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p>H11: Place events, artefacts and historical figures on a time line using dates.</p> <p>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>H13: Use dates and terms to describe events.</p>	<p>H1: Use evidence to ask questions and find answers to questions about the past.</p> <p>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p>H8: Compare some of the times studied with those of other areas of interest around the world.</p> <p>H9: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>H13: Use dates and terms to describe events.</p> <p>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>

Y5	Phenomenal Pharaohs	Our Changing World (Coasts)	A journey to... Greece
Recap	<p>H1: Use evidence to ask questions and find answers to questions about the past.</p> <p>H2: Suggest suitable sources of evidence for historical enquiries.</p> <p>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>H2: Suggest suitable sources of evidence for historical enquiries.</p> <p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>H1: Use evidence to ask questions and find answers to questions about the past.</p> <p>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p>H8: Compare some of the times studied with those of other areas of interest around the world.</p>

	<p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p>H7: Give a broad overview of life in Britain from ancient until medieval times.</p> <p>H9: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H11: Place events, artefacts and historical figures on a time line using dates.</p> <p>H12: Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>H13: Use dates and terms to describe events.</p> <p>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>		<p>H9: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H13: Use dates and terms to describe events.</p> <p>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
<p>Introduce Revisit</p>	<p>H1: Use sources of evidence to deduce information about the past.</p> <p>H2: Select suitable sources of evidence, giving reasons for choices.</p> <p>H3: Use sources of information to form testable hypotheses about the past.</p> <p>H4: Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>H6: Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>H7: Refine lines of enquiry as appropriate.</p> <p>H9: Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>H10: Compare some of the times studied with those of the other areas of interest around the world.</p> <p>H11: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H13: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>H14: Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>H16: Use dates and terms accurately in describing events.</p>	<p>H8: Identify continuity and change in the history of the locality of the school.</p> <p>H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>H19: Use original ways to present information and ideas.</p>	<p>H1: Use sources of evidence to deduce information about the past.</p> <p>H2: Select suitable sources of evidence, giving reasons for choices.</p> <p>H4: Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>H9: Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>H10: Compare some of the times studied with those of the other areas of interest around the world.</p> <p>H11: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H14: Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>H16: Use dates and terms accurately in describing events.</p> <p>H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>H19: Use original ways to present information and ideas.</p> <p>H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p>

	<p>H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>H19: Use original ways to present information and ideas.</p> <p>H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p>		
Y6	World War 2	Hola Mexico	A journey to... The Future!
<p>Introduce</p> <p>Revisit</p> <p>Embed</p>	<p>H5: Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>H11: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H13: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>H14: Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>H16: Use dates and terms accurately in describing events.</p> <p>H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>H19: Use original ways to present information and ideas.</p> <p>H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>H1: Use sources of evidence to deduce information about the past.</p> <p>H2: Select suitable sources of evidence, giving reasons for choices.</p> <p>H3: Use sources of information to form testable hypotheses about the past.</p> <p>H4: Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p>H1: Use sources of evidence to deduce information about the past.</p> <p>H2: Select suitable sources of evidence, giving reasons for choices.</p> <p>H3: Use sources of information to form testable hypotheses about the past.</p> <p>H10: Compare some of the times studied with those of the other areas of interest around the world.</p> <p>H11: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>H16: Use dates and terms accurately in describing events.</p> <p>H19: Use original ways to present information and ideas.</p> <p>H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p>	<p>H1: Use sources of evidence to deduce information about the past.</p> <p>H2: Select suitable sources of evidence, giving reasons for choices.</p> <p>H3: Use sources of information to form testable hypotheses about the past.</p> <p>H4: Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>H5: Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>H6: Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>H7: Refine lines of enquiry as appropriate.</p> <p>H11: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H13: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>H14: Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>H16: Use dates and terms accurately in describing events.</p> <p>H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>H19: Use original ways to present information and ideas.</p>

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Recap	recap previous phases concepts
Introduce	concept covered for the first time from hierarchy in this 'phase'
Revisit	concept revisited from hierarchy current 'phase'
Embed	concept covered for the at least the third time from the hierarchy in current 'phase'