<u>Chapel St Leonards Primary School</u> <u>Progression of Key Concepts in History</u>

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

Y3	The Stone Age Stinks	River Deep, Mountain High	A journey to Italy
Recap	H1: Observe or handle evidence to ask guestions and find answers to guestions		H7: Recognise that there are reasons why
	about the past.		people in the past acted as they did.
	H2: Ask guestions such as: What was it like		H8: Label time lines with words or phrases such as: past, present, older and newer.
	for people? What happened? How long ago?		
	H4: Identify some of the different ways the		H11: Use words and phrases such as: a long time ago, recently, when my parents/carers
	past has been represented.		were children, years, decades and centuries
	H5: Describe historical events.		to describe the passing of time.
	ns. Describe historical events.		H12: Show an understanding of the concept of nation and a nation's history.
	H7: Recognise that there are reasons why		,
	people in the past acted as they did.		H13: Show an understanding of concepts such as civilisation, monarchy, parliament,
	H8: Label time lines with words or phrases		democracy, and war and peace.
	such as: past, present, older and newer.		
	H10: Use dates where appropriate.		
	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.		
Introduce	H1: Use evidence to ask questions and find	H2: Suggest suitable sources of evidence for	H1: Use evidence to ask questions and find
Revisit	answers to questions about the past.	historical enquiries.	answers to questions about the past.
	H2: Suggest suitable sources of evidence for	H12: Understand the concept of change over	H3: Use more than one source of evidence
	historical enquiries.	time, representing this, along with evidence,	for historical enquiry in order to gain a more
	H3: Use more than one source of evidence	on a time line.	accurate understanding of history.
	for historical enquiry in order to gain a more		H4: Describe different accounts of a
	accurate understanding of history.		historical event, explaining some of the
	H4: Describe different accounts of a		reasons why the accounts may differ.
	historical event, explaining some of the reasons why the accounts may differ.		H5: Suggest causes and consequences of
	reasons why the accounts may unter.		some of the main events and changes in history.
	H5: Suggest causes and consequences of some of the main events and changes in		
	history.		H8: Compare some of the times studied with those of other areas of interest around the
	UZ Ci a a basada a a ta a filifa ta Britata		world.
	H7: Give a broad overview of life in Britain from ancient until medieval times.		H9: Describe the social, ethnic, cultural or
			religious diversity of past society.
	H8: Compare some of the times studied with those of other areas of interest around the		H10: Describe the characteristic features of
	world.		the past, including ideas, beliefs, attitudes
	H9: Describe the social, ethnic, cultural or		and experiences of men, women and
	religious diversity of past society.		children.
	H10: Describe the characteristic features of		H12: Understand the concept of change over
	the past, including ideas, beliefs, attitudes		time, representing this, along with evidence, on a time line.
	and experiences of men, women and children.		
	Cind Cit.		H13: Use dates and terms to describe events.
	H11: Place events, artefacts and historical figures on a time line using dates.		
	ngares on a time line using dates.		H14: Use appropriate historical vocabulary to communicate, including: dates, time
	H12: Understand the concept of change over		period, era, change, chronology.
	time, representing this, along with evidence, on a time line.		H15: Use literacy, numeracy and computing
	U42. Has dates and the control of south a		skills to a good standard in order to
	H13: Use dates and terms to describe events.		communicate information about the past.
	H14: Use appropriate historical vocabulary to communicate, including: dates, time		
	period, era, change, chronology.		

a good standard in order to nicate information about the past. Anglo Saxons and Vikings more than one source of evidence orical enquiry in order to gain a more e understanding of history. Acribe different accounts of a all event, explaining some of the why the accounts may differ. gest causes and consequences of f the main events and changes in e a broad overview of life in Britain incient until medieval times. In pare some of the times studied with f other areas of interest around the	Earthquakes and Volcanos H2: Suggest suitable sources of evidence for historical enquiries. H5: Suggest causes and consequences of some of the main events and changes in history. H11: Place events, artefacts and historical figures on a time line using dates. H12: Understand the concept of change over time, representing this, along with evidence, on a time line. H13: Use dates and terms to describe events.	A journey to Brazil H1: Use evidence to ask questions and find answers to questions about the past. H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. H5: Suggest causes and consequences of some of the main events and changes in history. H8: Compare some of the times studied with
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on a time line using dates.		H12: Understand the concept of change over
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Y5	Phenomenal Pharaohs	Our Changing World (Coasts)	A journey to Greece
Recap	H1: Use evidence to ask questions and find	H2: Suggest suitable sources of evidence for	H1: Use evidence to ask questions and find
·	answers to questions about the past.	historical enquiries.	answers to questions about the past.
	H2: Suggest suitable sources of evidence for historical enquiries.	H5: Suggest causes and consequences of some of the main events and changes in history.	H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
	H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	H12: Understand the concept of change over time, representing this, along with evidence, on a time line.	H5: Suggest causes and consequences of some of the main events and changes in history.
	H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.		H8: Compare some of the times studied with those of other areas of interest around the world.

- H5: Suggest causes and consequences of some of the main events and changes in history.
- H7: Give a broad overview of life in Britain from ancient until medieval times.
- H9: Describe the social, ethnic, cultural or religious diversity of past society.
- H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- H11: Place events, artefacts and historical figures on a time line using dates.
- H12: Understand the concept of change over time, representing this, along with evidence, on a time line.
- H13: Use dates and terms to describe events.
- H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.

- H9: Describe the social, ethnic, cultural or religious diversity of past society.
- H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- H13: Use dates and terms to describe events.
- H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
- H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Introduce Revisit

- H1: Use sources of evidence to deduce information about the past.
- H2: Select suitable sources of evidence, giving reasons for choices.
- H3: Use sources of information to form testable hypotheses about the past.
- H4: Seek out and analyse a wide range of evidence in order to justify claims about the past.
- H6: Understand that no single source of evidence gives the full answer to questions about the past.
- H7: Refine lines of enquiry as appropriate.
- H9: Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
- H10: Compare some of the times studied with those of the other areas of interest around the world.
- H11: Describe the social, ethnic, cultural or religious diversity of past society
- H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- H13: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- H14: Identify periods of rapid change in history and contrast them with times of relatively little change.
- H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- H16: Use dates and terms accurately in describing events.

- H8: Identify continuity and change in the history of the locality of the school.
- H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- H19:Use original ways to present information and ideas.
- H1: Use sources of evidence to deduce information about the past.
- H2: Select suitable sources of evidence, giving reasons for choices.
- H4: Seek out and analyse a wide range of evidence in order to justify claims about the past.
- H9: Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
- H10: Compare some of the times studied with those of the other areas of interest around the world.
- H11: Describe the social, ethnic, cultural or religious diversity of past society.
- H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- H14: Identify periods of rapid change in history and contrast them with times of relatively little change.
- H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- H16: Use dates and terms accurately in describing events.
- H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- H19:Use original ways to present information and ideas.
- H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy

	H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. H19:Use original ways to present information and ideas. H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy		
	w. 11w. 2		
Y6	World War 2	Hola Mexico	A journey to The Future!
Introduce Revisit Embed	H5: Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. H11: Describe the social, ethnic, cultural or religious diversity of past society.	H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H3: Use sources of information to form	H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H3: Use sources of information to form
	H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	testable hypotheses about the past. H10: Compare some of the times studied with those of the other areas of interest around the world.	testable hypotheses about the past. H4: Seek out and analyse a wide range of evidence in order to justify claims about the past.
	H13: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	H11: Describe the social, ethnic, cultural or religious diversity of past society. H12: Describe the characteristic features of	H5: Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
	H14: Identify periods of rapid change in history and contrast them with times of relatively little change.	the past, including ideas, beliefs, attitudes and experiences of men, women and children.	H6: Understand that no single source of evidence gives the full answer to questions about the past.
	H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	H7: Refine lines of enquiry as appropriate. H11: Describe the social, ethnic, cultural or
	H16: Use dates and terms accurately in describing events.	H16: Use dates and terms accurately in describing events.	religious diversity of past society. H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes
	H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and	H19:Use original ways to present information and ideas. H20: Use appropriate historical vocabulary	and experiences of men, women and children.
	cultural). H18: Use literacy, numeracy and computing skills to an exceptional standard in order to	to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy	H13: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
	communicate information about the past. H19:Use original ways to present information and ideas.		H14: Identify periods of rapid change in history and contrast them with times of relatively little change.
	H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy		H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
	H1: Use sources of evidence to deduce information about the past.		H16: Use dates and terms accurately in describing events.
	H2: Select suitable sources of evidence, giving reasons for choices. H3: Use sources of information to form		H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
	testable hypotheses about the past. H4: Seek out and analyse a wide range of evidence in order to justify claims about the		H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
	past.		H19:Use original ways to present information and ideas.

H6: Understand that no single source of	H20: Use appropriate historical vocabulary
evidence gives the full answer to questions	to communicate, including: dates, time
about the past.	period, era, chronology, continuity, change,
	century, decade, legacy
H7: Refine lines of enquiry as appropriate.	
H8: Identify continuity and change in the	
history of the locality of the school.	
H9: Give a broad overview of life in Britain	
from medieval until the Tudor and Stuarts	
times.	

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'	