



# Hale CE Primary School

History Progression Statements – End of year expectations

2024-2025

	Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
Year 1	<ul style="list-style-type: none"> <li>Recognise the distinction between past and present.</li> <li>Order and sequence some familiar events and objects.</li> <li>Identify some similarities and differences between ways of life at different times.</li> <li>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some changes within their living memory (including aspects of national life where appropriate).</li> <li>Develop awareness of significant historical events, people and places in their own locality. (In our school, this includes the Child of Hale.)</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different people, events, beliefs and communities.</li> <li>Use sources to answer simple questions about the past.</li> <li>Identify some of the basic ways in which the past can be represented.</li> <li>Choose parts of stories and other sources to show what they know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe special or significant events.</li> <li>Retell simple stories or events from the past.</li> <li>Use simple historical terms.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Order and sequence events and objects.</li> <li>Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>Use common words and phrases concerned with the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale and Marie Currie).</li> <li>Retell some events from beyond their living memory which are significant nationally or globally. (In our school, this includes The Great Fire of London.)</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>Consider why things may change over time.</li> <li>Recognise some basic reasons why people in the past acted as they did.</li> <li>Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what / who was significant in simple historical accounts.</li> <li>Demonstrate simple historical concepts and events through role-play, drawing and writing.</li> <li>Use a variety of simple historical terms and concepts.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Use some dates and historical terms when ordering events and objects.</li> <li>Demonstrate awareness that the past can be divided into different periods of time.</li> <li>Explore trends and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</li> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Demonstrate more in-depth knowledge of one specific civilisation. (In our school, this is the Hindus Valley.)</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to address historically valid questions.</li> <li>Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>Recognise that different versions of past events may exist.</li> <li>Describe some of the ways the past can be represented.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss some historical events, issues, connections and changes.</li> <li>Select and organise historical information to present in a range of ways.</li> <li>Use relevant historical terms and vocabulary linked to chronology.</li> </ul>

	<b>Chronology</b>	<b>Events, People and Changes</b>	<b>Interpretation, Enquiry and Using Sources</b>	<b>Communication</b>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Use dates and historical terms when ordering events and objects.</li> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Describe aspects of the Roman Empire and recognise its impact on Britain.</li> <li>Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to address historically valid questions and hypotheses.</li> <li>Recognise how sources of evidence are used to make historical claims.</li> <li>Recognise why some events happened and what happened as a result.</li> <li>Identify historically significant people and events in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss significant aspects of, and connections between, different historical events.</li> <li>Select and organise relevant historical information to present in a range of ways.</li> <li>Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>Identify where people, places and periods of time fit into a chronological framework.</li> <li>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>Describe aspects of Britain's settlement by Anglo-Saxons and Scots.</li> <li>Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</li> <li>Describe key aspects of a non-European society. (In our school, this is the Ancient Maya civilisation.)</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>Evaluate sources and make simple inferences.</li> <li>Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and debate historical issues.</li> <li>Use appropriate vocabulary when discussing and describing historical events.</li> <li>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</li> <li>Choose relevant ways to communicate historical findings.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. (In our school, this is The Blitz and the two World Wars – linked to our network of schools' project on Remembrance Day.)</li> <li>Recognise the changes over time and compare and contrast them throughout History (Liverpool Airport).</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>Give some reasons for contrasting arguments and interpretations of the past.</li> <li>Describe the impact of historical events and changes.</li> <li>Recognise that some events, people and changes are judged as more significant than others.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>Choose the most appropriate way of communicating different historical findings.</li> </ul>