

The Berkeley Academy History Progression

	Topics/ periods of history	Chronological Understanding	Knowledge and Understanding of Events, Causation and Change	Historical Interpretation	History Enquiry	Organisation and Communication
Nursery		Use egg timers to show passage of time.	Talk to each other and staff about what they know.	Discuss their opinions on past events.	Ask questions about what they see and what they hear.	Talk about things they have done.
Reception	Changes within living memory, for themselves and their family around them.	Begin to introduce chronology through visual timetables. Class memory box.	Explain their own knowledge and understanding. Show and tell sessions.	Talk about events they have done in the year. Why did they like that event or why did not they.	Ask and answer appropriate questions of each other. Show and tell sessions. 'When did you go on that trip?' for example.	Talk about people and things that are not present. Retell a past event in the correct order.
Year 1	Past beyond living memory.	Simple Sequencing e.g. pictures illustrating a story about the past	Listen to information from simple stories about the past. Give reasons for their own actions.	See the past through a limited range of ways e.g stories.	Talk about the source (story)	Respond to activities through talk and play.
Year 2	Historical events and significant individuals.	Using terms such as old and new in their explanations.	Share knowledge of change in their own life. Give a reason for an event or action. Acquire knowledge of the past from stories and eyewitness accounts.	View the past in a slightly broader range of ways. Artefacts, written accounts.	Answer questions set by the teacher.	Show awareness and understanding orally.
Year 3	Stone age to Iron age. Egyptians and other early civilisations.	Sequencing a number of events or objects on a simple timeline. Production of simple timelines.	Demonstrate knowledge of examples of change over time. Recognise differences between ways of life in the past.	See how gaps in evidence can influence interpretations. e.g prehistory with no written or recorded information.	Use sources of information to make statements or judgements. Draw together information from an increasing range of sources.	Show awareness and understanding visually and in writing. Use a wider range of vocabulary when showing awareness orally.

Year 4	Greeks Romans	Use a broader range of terms; before, after, long ago, months, years.	Describe links between different features in past situations. Provide more general and impersonal reasons for events. Produces extended written descriptions of change across time.	Work on a wider variety of interpretations such as history books, museum displays and historical novels.	Begin to ask and answer their own questions on sources. Draw together information from sources about the complexity of life in the past.	Produce structured narratives and descriptions.
Year 5	Anglo Saxons Vikings Islamic history	Placing pictures artefacts and other sources in the correct chronological order through the application of knowledge.	Understand that people in past societies had a range of views. Explain the way events or actions have several linked causes and outcomes. Understand that there is both continuity and change in developments.	Give reasons for differences between interpretations.	Identify why sources are useful for particular tasks.	Identify sources that are useful for specific enquiries.
Year 6	Depth study. WW2. Transport and how it's changed over time.	Activities that require the correct use of historical terms relating to the passing of time; ancient, medieval, modern, BC, AC, century and decade.	Describe the actions of people in distant and unfamiliar historical settings. Describe cause and consequence in relation to abstract terms such as short and long term. Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc.	Comment on the accuracy of interpretations by using knowledge and understanding of the topic.	Relate the details of sources their background knowledge of a topic.	Use a broad range of historical terms and dates accurately in relation to the periods studied.