

HISTORY PROGRESSION

Understand the world through skills & knowledge

Understand your impact & significance within the world you live

Embed RWM across all subjects

Thrive & flourish in a global society

Events from the past impact on our lives

Importance of collaboration

Build resilient, confident & independent learners

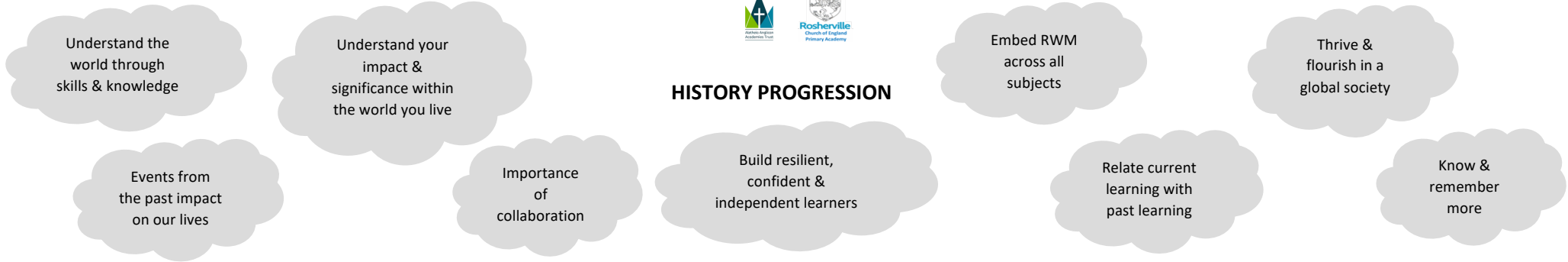
Relate current learning with past learning

Know & remember more

Historical Enquiry

	Y1	Y2	Y3	Y4	Y5	Y6
Skill	<p>Historical Enquiry</p> <ol style="list-style-type: none"> 1.Can they ask and answer questions about old and new objects? 2.Can they spot old and new things in a picture? 3.Can they answer questions using an artefact/ photograph provided? 4.Can they give a plausible explanation about what an object was used for in the past? 	<p>Historical Enquiry</p> <ol style="list-style-type: none"> 1.Can they find out something about the past by talking to an older person? 2.Can they research the life of a famous Briton from the past using different resources to help them? 3.Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? 	<p>Historical Enquiry</p> <ol style="list-style-type: none"> 1.Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? 2.Can they use various sources of evidence and research to answer questions and find out information about a period in history? 3.Can they, through research, identify similarities and differences between given periods in history? 	<p>Historical Enquiry</p> <ol style="list-style-type: none"> 1.Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? 2.Can they give more than one reason to support an historical argument? 3.Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	<p>Historical Enquiry</p> <ol style="list-style-type: none"> 1..Can they research two versions of an event and say how they differ? 2.Can they test out a hypothesis in order to answer a question? 3.Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 	<p>Historical Enquiry</p> <ol style="list-style-type: none"> 1.Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? 2.Can they identify and explain their understanding of propaganda? 3.Can they describe a key event from Britain's past using a range of evidence from different sources?

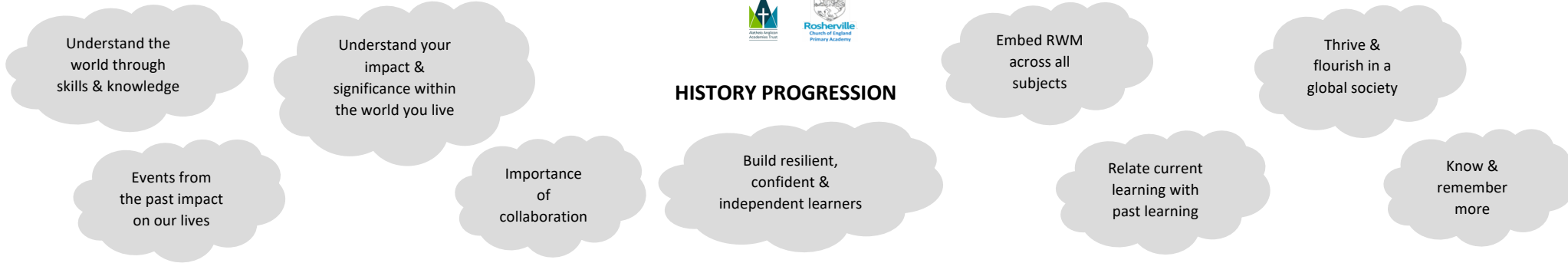
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Chronological Understanding

	Y1	Y2	Y3	Y4	Y5	Y6
Skill	Chronological Understanding 1.Can they use words and phrases like: old, new and a long time ago? 2.Can they tell me about things that happened when they were little? 3.Do they know that some objects belonged to the past? 4.Can they explain how they have changed since they were born?	Chronological Understanding 1.Can they use words and phrases like: before I was born, when I was younger? 2.Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? 3.Can they sequence a set of events in chronological order and give reasons for their order?	Chronological Understanding 1.Can they describe events and periods using the words: BC, AD decade and dates? 2.Can they describe events and periods using the words: ancient and century? 3.Can they use a timeline within a specific time in history to set out the order things may have happened?	Chronological Understanding 1.Can they plot recent history on a timeline using centuries and different periods of time? 2.Can they describe events and periods using the words: BC, AD decade and dates? 3.Can they describe events and periods using the words: ancient and century?	Chronological Understanding 1.Can they use dates and historical language in their work? 2.Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? 3.Can they use their mathematical skills to work out exact time scales and differences as need be?	Chronological Understanding 1.Can they say where a period of history fits on a timeline? 2.Can they place a specific event on a timeline by decade? 3.Can they place features of historical events and people from past societies and periods in a chronological framework?

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Knowledge and interpretation

	Y1	Y2	Y3	Y4	Y5	Y6
Skill	<p>Knowledge and interpretation</p> <p>1. Do they appreciate that some famous people have helped our lives be better today?</p> <p>2. Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>3. Can they choose someone from the past who has contributed to national and international achievements? – see foot note.</p> <p>4. Can they begin to identify the main differences between old and new objects?</p>	<p>Knowledge and interpretation</p> <p>1. Can they choose someone from the past who has contributed to national and international achievements? – see foot note?</p> <p>2. Can they explain how their local area was different in the past?</p> <p>3. Can they recount some interesting facts from an historical event, such as the ‘Fire of London’ or other events commemorated through festivals or anniversaries?</p> <p>4. Can they give examples of things that are different in their life from that of their grandparents when they were young?</p>	<p>Knowledge and interpretation</p> <p>1. Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>2. Can they begin to picture what life would have been like for the early settlers?</p> <p>3. Can they recognise that Britain has been invaded by several different groups over time?</p> <p>4. Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>5. Can they suggest why certain events happened as they did in history?</p> <p>6. Can they suggest why certain people acted as they did in history?</p>	<p>Knowledge and interpretation</p> <p>1. Can they explain how events from the past have helped shape our lives?</p> <p>2. Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</p> <p>3. Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>4. Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>5. Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p>	<p>Knowledge and interpretation</p> <p>1. Can they describe historical events from the different period/s they are studying/have studied?</p> <p>2. Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>3. Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>4. Do they have a good understanding as to how crime and punishment has changed over the years?</p>	<p>Knowledge and interpretation</p> <p>1. Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>2. Can they summarise how Britain has had a major influence on world history?</p> <p>3. Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>4. Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>5. Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>

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Significant people –KS1

Elizabeth 1, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Time Bernes-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale, Edit Cavell

EARLY YEARS

Comment on images of familiar situations in the past

- Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offer hands on experience and visit local area that has historical importance.
- Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Compare and contrast characters from stories including figures from the past.

- Feature fictional and non-fictional characters from a range of cultures and times in storytelling.

Talk about members of their immediate family and community.

- Share information about your own family

Name and describe people who are familiar to them.

- Talk about people that the children may have come across within their community.

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.