

Progression in History

	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • a local history study 	

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Chronology	<p><i>For instance:</i></p> <p><i>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</i></p> <p><i>Show where places, people and events fit into a broad chronological framework</i></p> <p><i>Begin to use dates</i></p>	<p><i>For instance:</i></p> <p><i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</i></p> <p><i>Put events, people, places and artefacts on a timeline</i></p> <p><i>Use correct terminology to describe events in the past</i></p>	<p><i>For instance:</i></p> <p><i>As Year 3/4, and</i></p> <p><i>Use greater depth and range of knowledge</i></p>
Historical Terms	<p><i>For instance:</i></p> <p><i>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</i></p>	<p><i>For instance:</i></p> <p><i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</i></p>	<p><i>For instance:</i></p> <p><i>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</i></p>
Historical Enquiry	<p><i>For instance:</i></p> <p><i>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</i></p> <p><i>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</i></p> <p><i>Choose and use parts of stories and other sources to show understanding of events</i></p> <p><i>Communicate understanding of the past in a variety of ways</i></p>	<p><i>For instance:</i></p> <p><i>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</i></p> <p><i>Suggest where we might find answers to questions considering a range of sources</i></p> <p><i>Understand that knowledge about the past is constructed from a variety of sources</i></p> <p><i>Construct and organise responses by selecting relevant historical data</i></p>	<p><i>For instance:</i></p> <p><i>Devise, ask and answer more complex questions about the past, considering key concepts in history</i></p> <p><i>Select sources independently and give reasons for choices</i></p> <p><i>Analyse a range of source material to promote evidence about the past</i></p> <p><i>Construct and organise response by selecting and organising relevant historical data</i></p>

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Interpreting History	<p><i>For instance</i></p> <p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p><i>For instance</i></p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p><i>For instance</i></p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>
Continuity and Change	<p><i>For instance</i></p> <p>Discuss change and continuity in an aspect of life, e.g. holidays</p>	<p><i>For instance:</i></p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p>	<p><i>For instance:</i></p> <p>As Year 3/4, and</p> <p>Use a greater depth of historical knowledge</p>
Causes and Consequences	<p><i>For instance:</i></p> <p>Recognise why people did things</p> <p>Recognise why some events happened</p> <p>Recognise what happened as a result of people's actions or events</p>	<p><i>For instance:</i></p> <p>Identify and give reasons for historical events, situations and changes</p> <p>Identify some of the results of historical events, situations and changes</p>	<p><i>For instance:</i></p> <p>Begin to offer explanations about why people in the past acted as they did</p>
Similarities / Differences	<p><i>For instance:</i></p> <p>Identify similarities and differences between ways of life in different periods, including their own lives</p>	<p><i>For instance:</i></p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p><i>For instance:</i></p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>
Significance	<p><i>For instance:</i></p> <p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</p>	<p><i>For instance:</i></p> <p>Identify and begin to describe historically significant people and events in situations</p>	<p><i>For instance:</i></p> <p>Give reasons why some events, people or developments are seen as more significant than others</p>