

HISTORY PROGRESSION

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGY	<p>Talk about past and present in their own lives.</p> <p>Use common words and phrases related to the passing of time, for example before, after, now, today, tomorrow, yesterday.</p> <p>Order and sequence familiar events (e.g. timetable for the day)</p> <p>Describe main story settings, events and principal characters.</p>	<p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Sequence events and artefacts into a chronological order and map to familiar time points (e.g. during their own lives or since grandparents).</p> <p>Place familiar events and artefacts on a timeline.</p> <p>Produce a family tree of their immediate family.</p> <p>Use common words and phrases related to the passing of time, for example: before, after, past, present, then, now, new/old', 'when I was little', 'when my mum was young'.</p>	<p>Sequence events, people, photographs and artefacts into chronological order, within different periods of time.</p> <p>Use common words and phrases related to the passing of time, for example before, after, past, present, then, now, recently.</p> <p>Label a timeline with language related to the passing of time.</p> <p>Label a timeline with given dates.</p>	<p>Sequence several events and artefacts into periods of time.</p> <p>Use dates and vocabulary related to the passing of time to place events, artefacts and historical figures of the time studied onto a timeline.</p> <p>Begin to build a chronologically secure knowledge of British, local world history, making links between periods studied.</p> <p>Language - decades, centuries, BCE, CE, ancient, modern,</p>	<p>Sequence events and artefacts over several periods of time.</p> <p>Place events, people and changes into correct periods of time on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Develop a chronologically secure knowledge of British, local world history, making clear links between periods studied.</p> <p>Begin to understand how some historical events/periods occur concurrently in different locations</p>	<p>Place events, people and changes into correct periods of time on a timeline with evidence.</p> <p>Use multiple timelines to depict local, national and global events together.</p> <p>Use dates and vocabulary related to the passing of time, eg millennium, contemporary</p> <p>Demonstrate secure chronology of knowledge of local, British, world history describing main changes in a period of history.</p> <p>Understand how some historical events/periods occur concurrently in different locations</p>	<p>Represent continuity and change over time, along with evidence, on a timeline.</p> <p>Represent concurrent events in different locations on a timeline.</p> <p>Use different kinds of timelines such as time clocks, e.g. showing the typical day in the life of a past person, wavy timelines to show the uneven passage of time.</p> <p>Use relevant dates and terms related to the passing of time.</p>

<p style="text-align: center;">HISTORICAL ENQUIRY (SOURCES AND EVIDENCE/ COMMUNICATING IDEAS)</p>	<p>Use artefacts to talk about their lives.</p> <p>Ask and answer questions about artefacts in their lives.</p>	<p>Distinguish photographs from pictures.</p> <p>Gather information from a single source, such as a photograph or artefact.</p> <p>Ask and answer questions related to different sources and artefacts.</p>	<p>Observe and handle a few sources (artefacts, pictures, photographs, stories, eye witness accounts, visits, online sources) to gather detailed information.</p> <p>Draw simple conclusions about sources, such as what an artefact is used for.</p> <p>Ask and answer questions about the past to find out answers.eg What was it like for people? What happened? How long ago?</p>	<p>Use more than one source of information, including ICT, to find out about events, people and changes.</p> <p>Ask and answer questions about a particular event or person.</p>	<p>Select the relevant material to build up a picture of a past event.</p> <p>Use a range of sources of information, including ICT, to find out about events, people and changes.</p> <p>Evaluate the effectiveness of the source.</p> <p>Refine questions and answer them about people and events.</p>	<p>Identify primary and secondary sources to deduce information about the past.</p> <p>Offer reasons for different versions of events.</p> <p>Select and combine relevant information from different sources.</p> <p>Ask historically valid questions related to versions of events in different sources.</p>	<p>Use a range of primary and secondary sources in an investigation.</p> <p>Engage in an independent investigation, asking your own historically valid question.</p> <p>Check the accuracy of depictions and interpretations and suggest omissions.</p> <p>Adapt the format of a source.</p>
<p style="text-align: center;">HISTORICAL INTERPRETATIONS</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Spot differences in small accounts such as events they have been involved with</p>	<p>Identify different ways in which the past is represented.</p>	<p>Identify and give reasons for different ways in which the past is interpreted and begin to give reasons for this.</p>	<p>See differences between what might be a fact that most people agree with and an opinion.</p>	<p>Consider how convincing they find the interpretations</p>	<p>Devise their own questions which they would like to ask authors and artists to help understand their interpretations.</p>

<p style="text-align: center;">CAUSE AND CONSEQUENCE</p>		<p>Know why events happened and who caused it to happen.</p>	<p>Know why events happened and what happened as a result.</p>	<p>Identify more than one cause for an event and more than one consequence.</p>	<p>Identify more than one cause for an event and more than one consequence and decide which of them is the most important with your own views on why.</p>	<p>Recognise some different types of cause, e.g. causes that built up over a long time, those caused by people, caused by other events, 'accidental'.</p> <p>Infer what the consequences could be of an event, given the causes (and compare to real outcomes)</p>	<p>Make links between causes and envisage alternative consequences of events.</p>
<p style="text-align: center;">CHANGE AND CONTINUITY</p>	<p>Look closely at similarities, differences, patterns and change.</p> <p>Develop understanding of growth, decay and changes over time.</p>	<p>Identify similarities and differences between ways of life within living memory.</p>	<p>Identify similarities and differences between ways of life at different times across different periods.</p>	<p>Describe the main changes within a time period studied.</p>	<p>Describe the main changes within a time period studied and explain why they might have happened.</p>	<p>Recognise different types of change, including progress, and how the change has taken place.(use terms such as social, political, religious, cultural and technological)</p> <p>Consider who gained and who lost from the changes and developments.</p>	<p>Consider how people at the time might have viewed the changes and whether this is different from how we might view the changes today.</p> <p>Detect change and continuity and comment on these e.g. rates of change, types of change, idea of progress and regress.</p>
<p style="text-align: center;">SIMILARITY AND DIFFERENCE</p>	<p>Identify similarities and differences between themselves, families, communities and traditions using photos, artefacts and drawing.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Make simple observations, describing similarities and differences, about different types of people, events, beliefs within our society.</p>	<p>Make simple observations, describing similarities and differences, about different types of people, events, beliefs within a society.</p>	<p>Describe the social, ethnic, cultural or religious diversity of a past society.</p>	<p>Make some comparisons about social, ethnic, cultural or religious diversity of a past society and today's society in Britain.</p>	<p>Make some comparisons about social, ethnic, cultural or religious diversity of a past society and today's society in Britain and the wider world.</p>	<p>Make some comparisons about social, ethnic, cultural or religious diversity of more than one past society and today's society in Britain and the wider world.</p>

<p style="text-align: center;">HISTORICAL SIGNIFICANCE</p>	<p>Recognise and describe special times or events for family or friends.</p> <p>Describe significant people in their own lives.</p>	<p>Talk about who or what was important from a story or picture.</p> <p>Find out what their parents/grandparents feel is important now and in the recent past.</p>	<p>Begin to explain why a person or event was important.</p>	<p>Identify historically significant people and events in situations.</p>	<p>Identify what different people at the time felt was important.</p>	<p>Justify the importance of historically significant people and events.</p>	<p>Explain the significance of a key event/person in history, comparing the importance of two (or more) people or events or two societies.</p>
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