

HISTORY PROGRESSION: PROGRESSION IN HISTORICAL CONCEPTS



	Year 3	Year 4	Year 5	Year 6
PEOPLE, EVENTS AND DEVELOPMENTS	<p>Ancient Greeks – study of Greek life and achievements and influence on Western World</p> <p>Ancient Egyptians – achievements of an early civilisation</p>	<p>Stone Age – changes in Britain</p> <p>Romans – the Roman Empire and its impact on Britain</p>	<p>Anglo Saxons – settlements by Anglo Saxons and Scots</p> <p>Tudors – a local history study</p>	<p>World War 2 – turning point in History, focusing on D-Day</p> <p>Mayans - civilisation that provides contrasts with British History</p>
INTERPRETING EVIDENCE	<ul style="list-style-type: none"> -Develop a growing awareness of different historical sources of evidence -Use printed sources such as the internet, music, pictures, photos, artefacts, historic buildings and visits to collect information about the past -Begin to evaluate the reliability of resources -Look at two versions of the same event and identify differences in the account -Begin to draw conclusions using evidence 	<ul style="list-style-type: none"> - Understand that knowledge from the past is constructed from a variety of sources - Use documents, printed sources, the internet, music, pictures, photos, artefacts, historic buildings and visits to collect information about the past - Evaluate the usefulness and accuracy of different sources of evidence - Use evidence to draw conclusions, explaining what you have found out and why you believe it to be true 	<ul style="list-style-type: none"> - Choose from a range of sources when conducting an enquiry - Make links between sources of evidence to corroborate or contradict other sources - Begin to consider the perspective of the creator of a source of evidence - Evaluate the credibility, relevance and user friendliness of sources - Begin to consider bias in the sources - Use evidence to begin to suggest possibly cause, changes that occur over time and degree of significance 	<ul style="list-style-type: none"> -Choose the most relevant sources of evidence -Summarise the evidence and organise notes into a format that can be shared with others - Seek out counter arguments in the evidence -Consider the credibility, relevance and user friendliness of sources - Consider the origin and context of the source and the perspective, audience and motive of the creator -Use evidence to draw conclusions about

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			around events and people	similarities/differences, causes, change and significance in historical events and the lives of historical figures
CHRONOLOGY	Use timelines to place events in order. Understand how timelines can be divided into BC and AD. Use words and phrases related to periods of time: BC, AD, century, decade	Put events, people, places and artefacts on a timeline. Name and place dates of significant events from the past on a timeline. Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. Use correct terminology to describe events in the past. Develop increasingly secure chronological knowledge and understanding of, local, British and world history.	Use timelines to place and sequence local, national and international events. Sequence historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, , Victorians and Today. Identify changes within and across historical periods.	Use timelines to place events, periods and cultural movements from around the world. Name the date of any significant event studied from the past and place it correctly on a timeline. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. Know and understand the history of these islands as a coherent, chronological narrative
CAUSE AND CONSEQUENCE	Answer questions about cause. Identify cause in their area of enquiry. Begin to draw	Ask and answer questions about cause. Identify and give reasons for/causes of	Determine the relative significance or importance of different factors in causing or	Identify the range of factors which combined to bring about change at any

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	conclusions about the cause(s) of historical events, actions or situations.	historical events, actions situations and changes. Identify some of the results of historical events, situations and changes.	resulting in an action or event. Begin to offer explanations about why people in the past acted as they did Identify significant turning points, events or developments and what led to them.	given time. Consider whether some events or developments were more important than others. Decide how, and how far, relationships helped to enable or determine an outcome.
CHANGE AND CONTINUITY	Answer questions about change. Identify examples of change. in their area of enquiry. Describe the duration of any change. Consider how people experienced, accepted, shaped or resisted change. Consider the speed/rate of change., gradual, erratic, violent.	Ask and answer questions about change. Identify the types of change, e.g. political, economic, social; cultural, religious, technological. Identify and give reasons for change in historical events, actions or situations. Identify some of the results of historical changes. Describe and begin to make links between main events, situations and changes within and across different periods and societies. Consider the level of change and its significance. most difference.	Ask and answer a range of questions about the past, considering change and the significance of change. Form own opinions about change in historical events and the lives of historical figures. Begin to suggest possible cause(s) of changes that occur over time and degree of significance around these changes. Identify significant moments/key individuals and turning points that triggered change and what led to them. might 'trigger' or 'precipitate' change, an individual	Ask and answer a range of questions about the past, considering change and significance of change. Identify the extent, variations/ patterns of change. widespread, Identify whether change involves progress, regression, evolution or leads to little real change (continuity).

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			may 'influence' or 'motivate' change.	
SIMILARITY/DIFFERENCE	Ask and answer questions about similarities/differences within periods studied	Ask and answer questions about similarities/differences across different periods and events. Describe some of the similarities and differences between different periods., beli	Ask and answer a range of questions about similarities/differences across different periods and events. Consider similarities and differences in accounts that corroborate or contradict other sources. Identify differences in accounts that might suggest bias in one or more accounts. Use the information gathered through research to form own opinions about similarities/differences in historical events and the lives of historical figures.	Ask and answer a range of questions about similarities/differences across different periods and events. Understand the connections between local, regional, national and international history. Draw contrasts within and between periods of history. Show understanding of some of the similarities and differences between different periods.
SIGNIFICANCE	Answer about the significance. Identify and begin to describe historically significant People, events and situations.	Answer about the significance. Identify and begin to describe historically significant People, events and situations.	Ask and answer a range of questions about the past, considering the significance of people and events. Use the information gathered through research to	Ask and answer a range of questions about the past, considering chronology, cause, similarity/difference change and significance. Give

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			<p>begin suggesting the degree of significance around events and people. Form own opinions about the significance of historical events and the lives of historical figures using evidence to support your suggestion.</p>	<p>reasons why some events, people or developments are seen as more significant than others. Suggest degree of significance around events and people. Share conclusions about the significance of historical events and the lives of historical figures clearly-orally or in writing</p>
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