

History Progression

Characteristics of a Historian

We believe that children who excel in history have these essential characteristics:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
 - The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
 - The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
 - A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
 - A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Big Ideas:	Foundation Stage (<i>Past and present ELG</i>)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Chronology- All year groups need to describe main events, people and discuss changes.	<ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Talk about the lives of the people around them and their roles in society - Recall some important narratives, characters and figures from the past encountered in books read in class. 	<ul style="list-style-type: none"> -Place known events and objects in chronological order. -Sequence events and recount changes within living memory. -Use common words and phrases relating to the passing of time. -Recount stories from the past using pictures or words to support them 	<ul style="list-style-type: none"> - Place new learning of events e.g. Great fire of London on a timeline of events familiar to them. E.g. Did it come before or after you were born? Before or after your parents were born etc. -Show awareness of the past, using common words and phrases relating to the passing of time. -Recount stories from the past remembering key names or places using pictures or words to support them. 	<ul style="list-style-type: none"> --Describe where the events that he/she studies fit within the chronological framework and identify similarities and differences between ways of life in different periods. -Begin to use and recall dates and time periods Use and recall time periods 	<ul style="list-style-type: none"> -Place some historical periods in a chronological framework. Do they spot patterns in repetition of events occurring and begin to link them. - Begin to understand short term and long term timescales. -Use and recall dates and time periods 	<ul style="list-style-type: none"> -Use dates to order and place events on a timeline. Which patterns and links do they spot? Link them to previous events they are familiar with confidently. - Have secure understanding short term and long term timescale and the result of these events. -Use and recall dates and time periods securely. 	<ul style="list-style-type: none"> -Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. -Note connections, contrasts and trends over time and show developing appropriate use of historical terms. Use and recall dates and time periods whilst understanding other key events that occur at a similar time in other areas. 	Develop chronological narrative (British, local and world)

Historical enquiry	<p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>- Recall some important narratives, characters and figures from the past encountered in books read in class.</p> <p>- Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses (Speaking ELG)</p>	<p>-Identify some similarities and differences between ways of life in different periods.</p> <p>-Find answers to some simple questions about the past from different sources of information.</p> <p>-Describe some simple similarities and differences between artefacts.</p> <p>-Sort artefacts from then and now.</p> <p>-Ask and answer basic relevant questions about the past.</p>	<p>-Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>-Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>-Use a wide vocabulary of everyday historical terms.</p>	<p>-Use sources to make simple observations and develop with questioning.</p> <p>-Use a range of resources to find out about aspects of life in the past including artefacts that describe past societies and periods.</p> <p>-Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his / her life using historical vocabulary.</p>	<p>-Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>-Understand that sources can contradict each other to analyse and the past can be represented and interpreted in different ways.</p> <p>-Use a wide variety of resources to find out about aspects of life in the past including written extracts from the time period that describe past societies and periods.</p> <p>-Frame historical questions and form own opinions based on their research and findings.</p>	<p>-Use contradicting sources that show contrasting arguments</p> <p>-Give some reasons for some important historical events.</p> <p>-Understand that the type of information available depends on the period of time studied.</p> <p>-Evaluate the usefulness of a variety of sources.</p> <p>-Compare sources of information available for the study of different times in the past.</p> <p>-Frame historical questions to give their own structured account.</p>	<p>-Use contradicting sources that show contrasting arguments and reason why the interpretations have been constructed.</p> <p>-Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Make confident use of a variety of sources for independent research. Gather evidence and give their own structured account of their beliefs using resources to support their reasoning and understanding.</p>	<p>Perceptive questioning, weighing arguments, thinking critically, diverse societies</p> <p>Understanding methods of historical enquiry</p> <p>Analyse contrasting arguments</p>
Legacy	<p>-Recall some important narratives, characters and figures from the past encountered in books read in class</p>	<p>-Understand key features of events and some people.</p>	<p>-Learn about 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>	<p>-Find out about everyday lives of people in time studied</p>	<p>-Use evidence to reconstruct life in time studied</p> <p>-Identify key features, events and their impact</p>	<p>-Study different aspects of life of different people and how it has influenced Britain and how Britain has influenced others</p>	<p>-Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings and how it impacts then and now</p>	<p>Development of the church in medieval</p> <p>Development of state and society</p> <p>Ideas, political power, industry and empire</p> <p>Challenges to Britain, Europe and wider world 1901-present day</p> <p>Local history study</p>

	<ul style="list-style-type: none"> - Talk about the lives of people around them and their roles in society - Talk about the lives of the people around them and their roles in society 	<ul style="list-style-type: none"> -Find out about changes in living memory, where appropriate these should be used to reveal aspects of national life. -Learn about significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> -Describe changes within living memory and aspects of change in national life. -Find out about events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> -Compare with our life today -Identify reasons for and results of people's actions -Expansion and dissolution of empires -Begin to see how people's lives have shaped this nation 	<ul style="list-style-type: none"> -Look for links and effects in time studied offer a reasonable explanation for some events -Know and understand how ancient civilisations have impacted -Comprehend how people's lives have shaped this nation 	<ul style="list-style-type: none"> - Differences between men and women and how life has changed based on key events -Examine causes and results of great events and the impact on people and discuss how the great events have shaped today's world. -Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation -Know key dates, characters and events of time studied 	<p>Extending and consolidating knowledge pre 1066</p> <p>A study of a significant society or issue in World history.</p>
EMPATHY VOCABULARY	<p>Use vocabulary such as 'now and then' and begin to develop 'past and present'.</p> <p>Begin to recognise why people acted the way that they did.</p>			<p>Gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>Understanding of Local, regional, national, international.</p>		<p>Continue to develop vocabulary</p>	