

Progression in history 2019 20

Progression in history 2019 20			
	KS1 Year 1 Year 2	LKS2 Year 3 Year 4	UKS2 Year 5 Year 6
	<p>Y1, Autumn 2 – Kings and Queens Y1, Spring – Fire of London Y1, Summer 1 - Space Y1, Summer 2 – Weather</p> <p>Y2, Autumn 1 – Indian Faith and Culture Y2, Autumn 2 – Frozen Y2, Spring – Africa Y2, Summer 1 – Toys and Games</p>	<p>Y3, Autumn 2 – Mayans Y3, Spring – Ancient Egyptians Y3, Summer 1 – Difference Y3, Summer 2, Our Journey from Prehistoric Britain to the Iron Age</p> <p>Y4, Autumn 1 – Roman Britain Y4, Summer – Invasion: Armies and Ideals Y4, Spring – Local Area Study</p>	<p>Y5, Autumn 2 – Solution Revolution Spring – Ancient Greece Y5, Summer 1 – Turning Garbage into Gold Y5, Summer 2 – Contradictions and Extremes: North America Year 6, Autumn 1 – HerStory Year 6, Autumn 2 – France: Friend or Foe? Year 6, Summer 1 – We are Geographers</p>
Chronological understanding			
	<ol style="list-style-type: none"> 1. Sequence 3 artefacts from distinctly different periods of time 2. Use words and phrases like: old, new, a long time ago, before, after, first, next and finally 3. Explain how they've changed since they were born 4. Recongise that a story that is read to them may have happened a long time ago 	<ol style="list-style-type: none"> 1. Place the time studied on a time line 2. Use dates and terms related to the topic and passing of time e.g. decade, ancient, century 3. Sequence several events or artefacts 4. Begin to use mathematical knowledge to work out how long-ago events would have happened 	<ol style="list-style-type: none"> 1. Use dates and historical language in their work 2. Make comparisons between different times in the past 3. Use correct terminology to describe events in the past e.g. economic, culture, social 4. Know and sequence key events of time studied

	<ol style="list-style-type: none"> 5. Accurately use words and phrases like: past, present, now, before I was born, when I was younger 6. Describe memories of key events in their lives 7. Sequence a set of events in chronological order and give reasons for their order 8. Use comparative language: order/newer, a very long time ago 	<ol style="list-style-type: none"> 5. Plot history on a timeline using centuries 6. Use their mathematical skills to round up time differences into centuries and decades 7. Place periods of history on a timeline showing periods of time 8. Use terms related to the period studied and begin to date events 9. Describe events and periods using the words: BC and AD 	<ol style="list-style-type: none"> 5. Draw a timeline (with different time periods outlined) which show different information, such as periods of history, when famous people lived etc. 6. Place events on a timeline by decade 7. Use correct terminology to describe events in the past e.g. empire, civilization, parliament
<p>(incorporating continuity and change, causes and consequences, similarities and differences)</p>			
	<ol style="list-style-type: none"> 1. Recognise we celebrate certain events because of what happened many years ago 2. Understand Britain has a queen who rules us and that Britain has had a king or queen for many years 3. Begin to recognize the difference between past and present in their own and others' lives 4. Begin to identify the main differences between old and new objects 	<ol style="list-style-type: none"> 1. Find out about everyday lives of people in the time studied 2. Compare with our lives today 3. Identify reasons for and results of people's actions 4. Understand the motives for people's behaviour 5. Identify and give reasons for historical events, situations and changes 6. Identify some results for historical events, situations and changes 	<ol style="list-style-type: none"> 1. Examine causes and results of great events and the impact on people 2. Explain why people in the past acted as they did 3. Begin to appreciate how significant events in history have helped shape the country we have today 4. Summarise how Britain has had a major influence on world history 5. Articulate what Britain may have learnt from other countries and civilizations

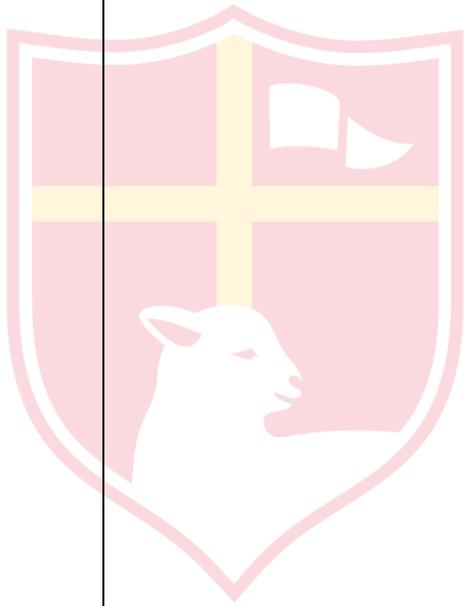
	<ol style="list-style-type: none"> 5. Identify differences between ways of life at different times 6. Appreciate that some famous people have helped our lives be better today 7. Recongise why people did things and what happened as a result 8. Give examples of things that are different in their life from that of their grandparents/parents when they were younger 9. Recount some interesting facts from a historical event, such as where the Fire of London started 10. Explain how their local area was different in the past 	<ol style="list-style-type: none"> 7. Use evidence to reconstruct life in time studied 8. Identify key features and events of a time studied 9. Look for links and effects in time studied with the present day 10. Offer a reasoned explanation for events in the time studied 	<p>through time gone by and more recently.</p> <ol style="list-style-type: none"> 6. Compare beliefs and behaviours with another time studied 7. Study different aspects of different people e.g. men and women 8. Compare an aspect of life with the same aspect in another period, explaining what has changed at what has stayed the same 9. Know key dates, characters and events of time studied 10. Recongise and describe differences and similarities/changes and continuity between different periods of history
Interpretations of history			
	<ol style="list-style-type: none"> 1. Know and recount episodes from stories about the past 2. Begin to distinguish between fact and fiction 3. Compare adults talking about the past – how reliable are their memories? 	<ol style="list-style-type: none"> 1. Identify and give reasons for different ways in which the past is represented 2. Distinguish between different sources – compare different versions of the same story 3. Look at a range of representations of the period 	<ol style="list-style-type: none"> 1. Compare accounts of events from different sources – fact of fiction 2. Offer some reasons for different versions of events 3. Link sources of information and work out how conclusions were arrived at

	<ol style="list-style-type: none"> 4. Compare two versions of a past event 5. Compare pictures or photographs of people or events in the past 6. Discuss the reliability of photos/accounts/stories 	<ol style="list-style-type: none"> 4. Begin to evaluate the usefulness of different sources 5. Apply historical knowledge in different contexts 6. Identify key features and events of time studied, describing historically significant events and people 	<ol style="list-style-type: none"> 4. Consider ways of checking the accuracy of interpretations 5. Be aware that different evidence will lead to different opinions
Historical enquiry/ organisation and communication			
	<ol style="list-style-type: none"> 1. Find answers to simple questions about the past from sources of information e.g. artefacts 2. Give plausible explanation about what an object was used for in the past 3. Identify old and new things in a picture 4. Ask questions about old and new objects 5. Communicate their knowledge through: discussion, drawings, drama, model making and writing 6. Answer questions by using a specific source, such as an information book 7. Suggest plausible explanations about the past 	<ol style="list-style-type: none"> 1. Use a range of sources to find out about a period 2. Begin to use books and the internet for research 3. Generate questions about the past, considering aspects of change, cause, similarity and difference and significance 4. Construct and organise responses by selecting relevant historical information 5. Communicate their knowledge through discussion, illustration, drama, model making, writing and using ICT. 6. Give more than one reason to support a historical argument 	<ol style="list-style-type: none"> 1. Begin to appreciate how historical artefacts have helped us understand more about lives in the present and past 2. Begin to identify primary and secondary sources of information 3. Use evidence to build up a picture of a past event 4. Use the books and internet for research with increasing confidence 5. Recall, select and organise historical information, communicating their knowledge and understanding

	<p>by observing or handling sources</p> <ol style="list-style-type: none"> 8. Discover something about the past by talking to an older person 9. Communicate their knowledge through: discussion, drawings, drama, model making, writing and ICT 	<ol style="list-style-type: none"> 7. Research more than one version of an event and say how they differ. 8. Begin to recall, select and organise historical information 9. Communicate knowledge and understanding orally and in writing and offer points of view based upon research 	<ol style="list-style-type: none"> 6. Recognise primary and secondary sources 7. Use a range of sources to find out about an aspect of time past 8. Bring knowledge gathered from several sources together into a fluent account 9. Select and organise information to produce structured work, making appropriate use of dates and terms
Assessment Check			
	Chronology	Knowledge and Interpretations	Enquiry
	<ul style="list-style-type: none"> ❖ Can they say why they think an object belongs in the past? ❖ Can they place up to 5 objects/events in chronological order? ❖ Can they sequence events about their own life? ❖ Can they sequence events about the life of a famous person? 	<ul style="list-style-type: none"> ❖ Can they explain why certain objects were different in the past? ❖ Can they explain differences between past and present in their life and that of other children from a different time in history? ❖ Do they know who will succeed the queen and how succession works? 	<ul style="list-style-type: none"> ❖ Can they answer questions using a range of artifacts/photographs provided? ❖ Can they explain why eye-witness accounts may vary? ❖ Can they say at least two ways they can find out about the past?

	<ul style="list-style-type: none"> ❖ Can they try and work out how long ago an event happened? ❖ Can they set out on a timeline, within a given period, what special events took place? ❖ Can they sequence events in the life of a famous person? ❖ Can they articulate what an ancient civilization is and why they are important? ❖ Can they begin to recognize and quantify the different time periods that exists between different groups invading Britain? ❖ Can they begin to build a picture of what main events happened in Britain during different centuries? ❖ Can they begin to build a picture of what main events happened in the world during different centuries? ❖ Can they confidently use dates in the correct chronological order on a timeline? ❖ Can they create timelines which outline the development of specific features? 	<ul style="list-style-type: none"> ❖ Can they give examples of things that are different in their life from that of a long time ago in a specific period of history? ❖ Can they explain why someone in the past acted in the way they did? ❖ Can they explain why their locality is associated with a special historical event? ❖ Do they appreciate that the weapons will have been changed by the developments and inventions that would have occurred within a given time period? ❖ Do they appreciate the impact on people's lives that governance and societal structure would have had? ❖ Do they appreciate the impact ancient inventions and achievements have on us still today? ❖ Can they contrast spiritual beliefs in a period with their own experiences today? ❖ Can they begin to appreciate the relationship between historical events 	<ul style="list-style-type: none"> ❖ Can they begin to use more than one source of information to bring together a conclusion about a historical event? ❖ Can they independently, or part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? ❖ Can they pose and answer their own historical questions? ❖ Can they suggest why certain events, people and changes might appear more significant than others? ❖ Can they begin to evaluate the relative merits of primary and secondary sources?
--	---	---	--

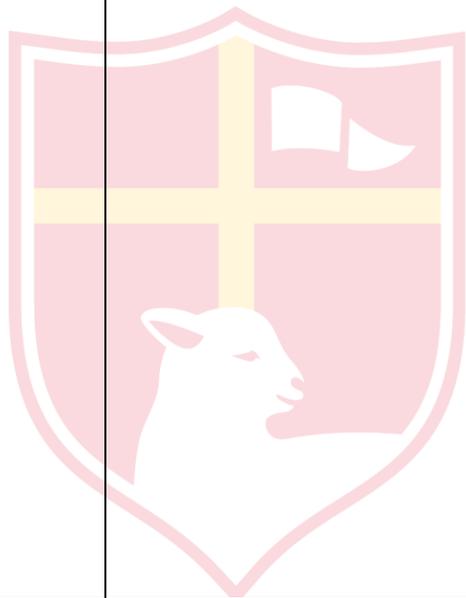
❖ Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?



and the physical geography of an area?

- ❖ Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?
- ❖ Can they recognize why invaders would have fought so fiercely?
- ❖ Do they have an appreciation that wars start for specific reasons and can last for a long time?
- ❖ Do they appreciate that people's way of life was dictated by the work they did?
- ❖ Can they explain how their locality was impacted by certain historical events studied?
- ❖ Can they begin to appreciate the challenges in the time of the Industrial Revolution and how these were responded to?
- ❖ Can they explain the impact railways had on Britain?
- ❖ Can they appreciate the relationship between

ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1890



historical events and societal structures?

- ❖ Can they compare governance between historical periods?
- ❖ Can they articulate how aspects of ancient civilizations affect our lives in Britain?
- ❖ Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with several countries today?
- ❖ Can they articulate an example of a historical event which has been interpreted differently and the reasons for this?
- ❖ Can they explain how historical conclusions are reached and the role sources of evidence have in this?