

History Progression

	KS1	Year 3/4	Year 5/6
Chronological Understanding	<p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Order dates from earliest to latest on simple timelines;</p> <p>Sequence artefacts and events that are close together in time</p> <p>Describe memories and changes that have happened in their own lives</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time-line</p> <p>Understand that a timeline can be divided into BC and AD</p> <p>Use correct terminology to describe events in the past such as: empire, civilisation, monarch</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history</p> <p>Understand how some historical events/periods occurred concurrently in different locations</p> <p>Make comparisons between different historical periods</p>
Historical Enquiry	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p> <p>Begin to undertake their own research, including internet research</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Identify primary and secondary sources</p> <p>Select sources independently and give reasons for choices</p> <p>Construct and organise response by selecting and organising relevant historical data</p>

Historical Interpretation	Begin to compare two versions of a past event	Use more than two versions of the same event or story in history and identify differences	Analyse a range of source material to promote evidence about the past
	Use stories or accounts to distinguish between fact and fiction	Recognise that different versions of the past may exist and begin to suggest reasons for this	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
Knowledge and Understanding	Recognise that there are different types of evidence and sources that can be used to help represent the past	Begin to evaluate the usefulness and reliability of different sources	Discuss different ways of checking the accuracy of interpretations of the past
			Begin to understand the difference between primary and secondary sources and the impact of this on reliability
Knowledge and Understanding			Know that people in the past represent events or ideas in a way that may be to persuade others, including propaganda
	Breadth of historical study to be taught through the topic themes.		
Knowledge and Understanding	Identify similarities and differences between ways of life in different periods, including their own lives	Identify key changes over a period of time and be able to give reasons for those changes	Identify connections, contrasts and trends over time in the everyday lives of people
	Recognise why people did things	Know about the everyday lives of people in time studied compared with our life today	Examine causes and results of great events and the impact these had on people
Knowledge and Understanding	Recognise why some events happened and what happened as a result of people’s actions or events	Explain how people and events in the past have influenced life today	Describe the key features of the past, including attitudes, beliefs and the everyday lives of people
	Know and recount episodes from stories and significant events in history	Identify key features, aspects and events of the time studied	Compare beliefs and behaviour with another time studied
Knowledge and Understanding	Recognise and make simple observations about who was important in an historical event/account	Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	