



**Curriculum Progression Document – History**

	<u>Historical Knowledge</u>	<u>Historical Enquiry</u>	<u>Chronology</u>	<u>Historical Interpretation</u>
<u>Year 1</u>	<ul style="list-style-type: none"> <li>Identify the differences between past and present.</li> <li>Know some of the main events and people studied within a topic.</li> <li>Begin to describe similarities and differences in artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Sort artefacts into then and now.</li> <li>use as wide a range of sources as possible</li> <li>answer questions related to different sources...</li> </ul>	<ul style="list-style-type: none"> <li>Arrange objects in order of their age</li> <li>sequence events or objects in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways the past is represented. (e.g photos, stories, adults talking about the past)</li> <li>ask and answer a few valid historical questions</li> </ul>
<u>Year 2</u>	<ul style="list-style-type: none"> <li>show an understanding of events beyond living memory</li> <li>find out about people and events in other times</li> <li>confidently describe similarities and differences of collections of artefacts</li> </ul>	<ul style="list-style-type: none"> <li>use a source – ask why, what, who, how and where questions and find answers to them</li> <li>discuss the effectiveness of a source</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use a simple timeline to order events</li> <li>sequence artefacts closer together in time</li> </ul>	<ul style="list-style-type: none"> <li>compare pictures or photographs of people or events in the past</li> <li>identify different ways in which the past is represented</li> <li>use sources to show they know and understand the past.</li> </ul>



'A JOURNEY IN FAITH, ARRIVING WITH HOPE.'

<p><u>Year 3</u></p>	<ul style="list-style-type: none"> <li>• study change through the lives of significant individuals (e.g. Queen Elizabeth I and II)</li> <li>• find out about everyday lives of people in time</li> <li>• compare with our life today</li> <li>• identify reasons for and results of peoples actions</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of sources to find out about a time period</li> <li>• select and record information relevant to the study</li> <li>• begin to use books and e-learning for research</li> <li>• ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• place the time studied onto a timeline</li> <li>• sequence events or artefacts</li> <li>• use dates related to the passing of time</li> <li>• understand more complex terms e.g BCE/AD</li> </ul>	<ul style="list-style-type: none"> <li>• identify and give reasons for different ways in which the past is represented</li> <li>• distinguish between different sources and evaluate their usefulness</li> <li>• look at representations of the period e.g. museums, cartoons etc</li> </ul>
<p><u>Year 4</u></p>	<ul style="list-style-type: none"> <li>• offer reasonable explanation for some events</li> <li>• identify key features and events</li> <li>• look for the links and effects in time studied</li> <li>• develop a broad understanding of ancient civilisations</li> </ul>	<ul style="list-style-type: none"> <li>• use evidence to build up a picture of a past event</li> <li>• choose relevant material to present a picture of one aspect of life in time past</li> <li>• ask a variety of questions</li> <li>• use books and e-learning for research</li> </ul>	<ul style="list-style-type: none"> <li>• place events studied from the places studied onto a time line</li> <li>• use terms related to the time period and begin to date events</li> <li>• understand more complex terms e.g BCE/AD</li> </ul>	<ul style="list-style-type: none"> <li>• look at the evidence available</li> <li>• begin to evaluate the usefulness of different sources</li> <li>• use text books and my own historical knowledge</li> </ul>
<p><u>Year 5</u></p>	<ul style="list-style-type: none"> <li>• study different aspects of life of different people</li> </ul>	<ul style="list-style-type: none"> <li>• begin to identify primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• place current studies on a timeline in relation to other studies</li> </ul>	<ul style="list-style-type: none"> <li>• compare accounts from events from different sources</li> </ul>



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	<ul style="list-style-type: none"> <li>Describe the main changes with a time period.</li> </ul>	<ul style="list-style-type: none"> <li>use evidence to build up a picture of life in time studied</li> <li>select relevant sections of information</li> </ul>	<ul style="list-style-type: none"> <li>know and sequence key events of time studied</li> <li>use relevant terms and periods labels</li> <li>make comparisons between different times in history</li> </ul>	<ul style="list-style-type: none"> <li>offer some reasons for different versions of events</li> </ul>
<u>Year 6</u>	<ul style="list-style-type: none"> <li>compare an aspect of life with the same aspect in another period</li> <li>can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>know key dates, characters and events of a time studied</li> <li>compare and contrast ancient civilisations</li> </ul>	<ul style="list-style-type: none"> <li>recognise primary and secondary sources</li> <li>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</li> <li>bring knowledge gathering from several sources together in a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>place a current study on timeline in relation to other studies</li> <li>use relevant dates and terms</li> <li>sequence up to ten events on a time line</li> </ul>	<ul style="list-style-type: none"> <li>link sources and work out how conclusions were arrived at</li> <li>consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>aware that different evidence will lead to different conclusions</li> </ul>